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ABSTRACT

The manual for business and office education in Washington is intended to assist all in-school personnel involved in cooperative occupational education (COE), and provides step-by-step guidelines for planning programs appropriate to each school's situation. COE combines classroom learning with on-the-job training to help each student prepare for his chosen occupational objective and to make a smooth transition from school to work. Areas covered by the guidelines are: the relationship between a general knowledge base, related occupational instruction, on-the-job training, and youth organizations; administrative considerations for a COE program; "How to Do It," including personnel selection for the COE program, community promotion of COE, student placement, counseling, and evaluation, and program evaluation; and related instruction. The Washington State plan for vocational education is included together with 60 pages of appendixes and exhibits of related material. (KP)

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Cooperative Business & Office Education

Coordinator Guidelines

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GUIDELINES

for

COOPERATIVE BUSINESS AND OFFICE OCCUPATIONAL EDUCATION

Jointly Sponsored By

COORDINATING COUNCIL FOR OCCUPATIONAL EDUCATION
Olympia, Washington

and

CENTRAL WASHINGTON STATE COLLEGE
Ellensburg, Washington

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CHAPTER 1 COOPERATIVE OCCUPATIONAL EDUCATION

This manual for business and office education in Washington is for all in-school personnel involved in cooperative occupational education (to be referred to as COE hereafter)--the teachers conducting or preparing to conduct the programs, the counselors, and the administrators.

This is a "how-to" manual, written to provide an understanding of COE and step-by-step developmental guidelines. It is based upon the program development goal of quality rather than that of just meeting current requirements to receive state and federal matching funds. The materials in this manual should provide a base from which the individual school will be able to develop a program most suitable to its own situation.

Cooperative Occupational Education

COE combines classroom learning with on-the-job training to help each student prepare for his chosen occupational objective. It is an expansion from the classroom situation to include the facilities and know-how of the business community.

Through COE, the student is able to make a smooth transition from the classroom principles and skills to an application in his chosen career area. In the process, he receives classroom instruction more closely related to current business practices. The school and business community are partners with a common goal: helping students prepare for and start their careers in business.

COE can be adapted to nearly all occupational areas and educational levels. It is found in the high schools, vocational-technical schools, and the community colleges in Washington.

Other Programs Involving a School and Work Combination

In addition to COE, many different combinations of school and work activities are being used today. They have varying purposes and varying titles. Nearly all, however, can be classified into one of the following major groups.

Exploratory

The exploratory program, designed to acquaint students with different occupational areas, involves student observation and may or may not include job performance. It is for a short period of time, usually at the junior high school level. It is often part of a guidance or careers program intended to help each student in his selection of a career objective.

General Work Experience

The general work experience program includes all purposes other than occupational. It provides for students with economic needs, those with behavioral problems, those in need of social development, etc. This program, found most frequently at the high school level, usually has no direct relationship with classroom instruction.

Work-Study

The work-study program provides employment for students so they can pursue an educational program. Employment is in tax supported institutions, and government funds are available to help pay the student's salary. Usually there is no direct relationship between the work the student is doing and his instructional program.

Neighborhood Youth Corps

The Neighborhood Youth Corps (NYC) has purposes quite similar to those of the Work-Study programs. It is intended to enable youth to remain in school or even return to school, to gain work experience while earning an income, and to develop their maximum occupational potential through training and career related services. The Neighborhood Youth Corps is sponsored through the Economic Opportunity Act. The only role of the local school is to report the number of students in NYC.

Cooperative Occupational Education

COE can be distinguished from these major groups in that

1. Each student has an occupational objective.
2. The on-the-job experience is an integral part of the student's education program.
3. There is a related class planned to complement the student's on-the-job experiences.
4. The on-the-job time carries school credit and also involves pay.
5. There are related youth organization activities.
6. The related class instructor has had on-the-job experience.
7. The related class instructor has time assigned to coordinate the classroom activities with the training stations.

The state of Washington has established basic criteria for COE programs. A copy of the criteria for high schools and for community colleges, Appendix A and B, is provided for your review.

CHAPTER 2 RELATIONSHIP OF THE PARTS

Students of Cooperative Business and Office Occupational Education (to be referred to as CBOOE hereafter) participate in a four-phase program that provides

(1) a base of general knowledge, plus
(2) related occupational instruction, plus
(3) on-the-job training, plus
(3) youth organization activities.

The COE is an integral part of the total program and Business and Office Education. Students can develop abilities in skill classes and can apply them through COE.

Role of Base of General Knowledge

The base of general knowledge provides a foundation of knowledge and attitudes from which each student will build into his specialized area. It includes subject areas such as communications, mathematics, and social studies. Although most of the general knowledge is acquired prior to the student's entering the other phases of CBOOE, it is an essential ingredient for the success of the program.

Role of Related Occupational Instruction

The related occupational instruction enables the student to gain knowledge of the occupational area and develop some of the skills involved. For business and office occupations, much of the related instruction is needed prior to the student's on-the-job training. A student would need typewriting skills, for example, before going on the job as a typist.

A related class is conducted concurrently with on-the-job training. The related class enables the student to gain additional knowledge and skills about the occupational area paralleling his individual needs and progress in his on-the-job training program. The related class helps provide for a transfer of classroom-learned skills, knowledge, and understandings to their use in business. The related class also provides a seminar learning situation in which the student can discuss and analyze job problems.

The Business and Office Cooperative related class may be conducted as part of an existing advanced class such as office practices or as a separate class.

Role of On-The-Job Training

On-The-Job training, the application phase of a CBOOE experience, enables the student to learn by doing. The student uses and develops his knowledges

and skills as an actual employee in a place of business. What he has been studying in traditional business classes or in-school laboratory stations is being experienced in the business world. The student also learns what is expected of him as an employee in business.

On-the-job training is an integral part of each student's daily schedule. It replaces some of the time he would be using for other classes. While on the job, he receives both pay and school credit.

The business in which the student is receiving his on-the-job training is known as a training station. The business person assigned to supervise him on the job is the training sponsor.

Role of Youth Organizations

The youth organization provides for the personal and professional development of the student. It does this through leadership training activities, recognition for achievement, and social and service opportunities. An essential part of CBOOE, it can supplement, stimulate, and enrich the instructional program.

The Future Business Leaders of America (FBLA) and Phi Beta Lambda are the youth organizations that serve business and office occupations in Washington. In effect, these youth organizations are the professional associations for the students.

Fitting Them All Together

With the base of general knowledge as a foundation and with previously mastered office skills and knowledge, the related instruction provides specific knowledges and skills needed to foster success on the student's immediate job. On-the-job training provides for practical application and creates an additional learning environment. The youth organization provides an incentive and opportunity for each student's personal and professional development. The CBOOE program interlaces these four phases to provide a close working relationship between the school and the business community. By providing a meaningful educational program for each student, it enables him to start his chosen career as a part of his high school educational program.

Upon completion of the CBOOE program, the student will be able to meet all graduation requirements. He will receive the same diploma or degree as other graduating students.

CHAPTER 3 ADMINISTRATIVE CONSIDERATIONS

There are numrerous administrative considerations when planning and conducting a cooperative class in the business and office occupations. Some of these reflect basic policies for the program while others, designed as operational, enable the program to function. Plans for establishing an advisory committee, conducting a feasibility study, and promoting and starting occupational education should be included. A coverage of each is included in Chapter 4.

Appropriate policies need to be established for each of the following items prior to starting the CBOOE class.

Scheduling the Students' On-The-Job Time

Providing the best possible learning situation for each student is the prime consideration in scheduling his on-the-job time. The training sponsor can devote more time to the student and, during the less busy hours of the day, offer him a better learning situation. As the student is learning, however, he also can be of value to the training station in their job production. He can, of course, help the business during its rush hours, but he needs exposure to both the slack and rush hour activities to gain a realistic understanding of the business.

Some schools schedule a specific time for all of the students to be on the job. Since this provides a smooth flowing administrative plan but may not serve the best interests of the student and the employer, the schedule for each student should be worked out on an individual basis. The school will need to plan a general block of time, such as mornings or afternoons, within which the students will be on the job. This will provide a basis for the total scheduling of classes and assigning of coordination time.

A morning on-the-job schedule may offer a better opportunity for the training sponsor to work with the student, acquainting him with the business and the work involved. Since an afternoon on-the-job schedule provides for any build-up of work and activity that has taken place as the business day progresses and also for outgoing mail deadlines, it may provide a more realistic learning situation. In addition, the student working in the morning may have to leave a partially completed task to return to school while the afternoon student may be able to remain and complete the tasks he is assigned.

Scheduling of Classes

The major consideration in scheduling is to have classes required for graduation offered at a time when the CBOOE student is available. If most of the students work during the afternoon, the graduation requirements should be scheduled during the morning, and vice versa.

The related class instruction needs to be scheduled to avoid conflicts with the graduation requirements, the advanced classes in the business curriculum, and the students' working schedules. Since basic skill development is needed prior to the student's enrolling in the cooperative program, a conflict with a beginning class, such as first year typewriting, should be of little concern. However, conflicts with advanced business subjects must be avoided. Scheduling the related class near the middle of the school day is advantageous. One related class can service students working during the early morning as well as those working in the afternoon. If the size of the program allows for two related classes, scheduling one in the late morning and one in the early afternoon works well.

The scheduling of classes and on-the-job time becomes more difficult in a school with rotating periods. A revision of the rotation plan to leave the last one or two periods of the day as non-rotating periods will enable the students to have a uniform time available for employment.

Number of Students in the Cooperative Business and Office Occupational Education Program

The number of students that can be provided for in a CBOOE program depends upon numerous factors. These include the availability of suitable training stations, the number of qualified students, the location and size of the training stations, and the amount of time provided for coordination by the school and the training station.

Availability of suitable training stations is one of the limiting factors that establish a maximum within which the program can grow. This will vary from year to year as additional stations become available, as some decide not to participate, as business conditions change, and as the needs and qualifications of the students change.

Only those students capable of succeeding in and profiting by an on-the-job situation should be included in the CBOOE program. Those not yet qualified can best be served through additional class instruction, individual instruction, the simulation program, and office work within the school. It is better to leave a potential training station unfilled than to attempt to fill it with an unqualified student. If the training stations are located near the school and/or each other, the program will be able to enroll more students than if they are distant or widely scattered. Also, more students can be provided for in the program if there are larger training stations capable of handling more than one student.

Coordination Time

Coordination time is that part of the teacher-coordinator's schedule in which he relates the classroom instruction and the training station experiences. Teacher-coordinator is the title of the person who usually teaches the related class and performs the coordination function between the school and business community. Coordination time is an integral part

of the teacher-coordinator's assignment and an essential ingredient for a successful CBOOE program. It enables the teacher-coordinator to make training station visitations, observe the students' on-the-job activities, learn the needs of the training stations, discuss the student's progress with the training sponsor, maintain an up-to-date knowledge of the local business practices, promote the program in the community, and develop new training stations. The results of these visitations can be related back to the classroom in the development of a stronger total instructional program.

The amount of coordination time needed will vary with the number of students enrolled, the location and size of the training stations, and the coordination tasks. More time is needed for a new program than an established one. Coordination time provides for the "additional" activities essential in a CBOOE program. Although much of this time should be spent out in the business community, some of it can be utilized effectively for related activities within the school itself. If other specific assignments are to be included, additional time should be provided.

The specific time of the day assigned for coordination should be scheduled in the morning or afternoon to coincide with the time the students are receiving their on-the-job training. An afternoon schedule is often more effective for the teacher-coordinator since he doesn't have to shorten a visitation to return to a class.

Sometimes a school has one person coordinating several different cooperative occupational classes to ensure a smoother administrative relationship between the school and the community. This arrangement, however, may result in a breakdown of a direct relationship between the training station and the related classroom instruction that exists when the same person who teaches the related class does the coordination.

Number of Hours for the Students to be On The Job

A CBOOE program combines the student's in-school and on-the-job activities to make up his total educational package for that time. The combined demands of his class schedule and his on-the-job schedule, therefore, should approximate what a normal full-time school or work schedule would demand.

The actual hours worked should vary to fit the individual situation. A minimum of 10 hours per week and a maximum of about 25 hours per week are recommended. These limits are intended to provide sufficient time for a worthwhile learning experience but not so long as to impose an undue hardship upon the student.

Pay for Time On The Job

Pay for the time on the job is required for CBOOE students in Washington, as long as an employer-employee relationship exists. It provides a job realism and establishes the student as a regular employee of the business firm. It also pinpoints responsibility in case of an accident that provides

workmen's compensation protection. It is recommended that pay start at the minimum rate for the job performed, with periodic raises as the student progresses. A complete description of the labor laws is contained in a subsequent section of this chapter.

The U.S. Department of Labor has a provision for CBOOE students to receive less than minimum wages if necessary. A sample application form is included as Appendix C.

Credit for Time On The Job

Just as pay adds job realism, school credit adds educational dignity to the on-the-job situation. It also encourages a closer relationship between the training station and the school.

The amount of credit granted is controlled by the individual school involved. For the high school, it needs to be enough so that the average student will have adequate credits for graduation. On the other hand, it should not be so much that it allows a poor student to use the program to make up credits lost previously.

A suggested guide for credit is to give one-half the credit that would have been earned for a comparable amount of time in the school classroom. No credit should be given for the after school hours the student works. Some schools allow a specific amount of credit for on-the-job training. Others vary the credit to fit the amount of school time the student is working.

Contact Time for the Teacher-Coordinator

The teacher-coordinator of a CBOOE program needs to have additional time both prior to the opening of school in the fall and after the term has ended in the spring.

The major use of this time in the fall will be to finalize the establishment of the training stations, complete student selection, begin the placement of students, and resolve many of the concerns arising when students are beginning their on-the-job training. The additional time in the spring is needed to follow up on the program. This includes such things as providing assistance to students going into full-time employment, establishing the groundwork for the program in the fall, participation in the summer vocational conference, and possibly starting some students in summer employment.

The actual amount of additional time provided will vary with the school and community. The teacher-coordinator of an established program will need approximately two weeks prior to the opening of school in the fall and one week after school closes in the spring. Pay for the teacher-coordinator during this extended time should be in keeping with local education agency policies.

Qualifications of the Teacher-Coordinator

The teacher-coordinator of a CBOOE program needs to have the following qualifications: (1) appropriate subject matter background, (2) sufficient occupational experience, and (3) professional training as a teacher. The appropriate subject matter background provides him a knowledge about the field in which he will be teaching, i.e. typewriting, office procedures. This is sometimes known as "technical" preparation.

Occupational experience in a business or office gives the teacher a working knowledge of the field and an opportunity to apply his technical preparation. It establishes a base from which he can better understand the students' working situations and more effectively communicate with the training sponsors. His occupational experience also gains him greater respect from both the students and training sponsors.

Finally, the teacher-coordinator must be qualified as a teacher. This will provide him with the methods and techniques to teach the students. It is commonly identified as his "professional" preparation.

The above three qualifications fit together very effectively. The subject matter background provides a base of knowledge, the occupational experience adds a realism from the world of work, and the professional training enables him to teach what he has learned and experienced.

The teacher-coordinator is required to have vocational teacher certification for the state of Washington. Each of the above qualifications is included in the requirements for certification. Appendix D contains the minimum requirements for certification as of December, 1972.

Federal and State Laws, Rules, and Regulations[1]

The Department of Labor and Industries of the state of Washington is responsible for the state laws, rules, and regulations pertaining to employment in the state of Washington. The department has a Women and Minors Division that understands the CBOOE programs and is set up to work with them.

The first consideration of the Division is to determine whether or not an employer-employee relationship exists between the students and their employers. As a general rule, it does exist in a CBOOE program. It usually does not exist in an exploratory program. The "Work Permit Regulation," Appendix E, explains and defines the terms involved. If an employer-employee relationship exists, and a student is under age 18, a minor work permit is required. An application form for this purpose is enclosed, Appendix F.

The Division's second consideration is whether or not the employing firm is covered by the FAIR LABOR STANDARDS ACT. Most business firms today are covered. Where so covered the Division must adhere to Child Labor Provisions of the FAIR LABOR STANDARDS ACT,[2] as well as to those

of the Work Permit Regulation of the state of Washington. The HANDY REFERENCE GUIDE[3] presents general information about the FAIR LABOR STANDARDS ACT, including which firms are covered.

The third consideration of the Division is the student's wage rate, the hours that he is working, the working conditions, and any other items that affect his welfare. There is a federal minimum wage applicable to employment covered by the FAIR LABOR STANDARDS ACT. Since this legislation is considered one of the most complicated to interpret, no attempt to do so will be made in this manual. You are referred to the U.S. Department of Labor[4] for your specific questions. For basic information, however, you are referred to the HANDY REFERENCE GUIDE. Page 2 contains statements about the minimum wages, and Page 5 explains about newly covered enterprises.

Also, there are State of Washington minimum wage rates set according to the industry involved. These are known as Industrial Welfare Orders. Each Industrial Welfare Order contains (a) a statement identifying to whom it applies, (b) definitions of the terms used in the order, (c) the minimum wages allowed, (d) the hours of permissible employment, and (e) necessary working conditions. Each order will vary to fit the industry involved, with some providing additional information. A listing of all the Industrial Welfare Orders is contained in Appendix G.

Although students in Business and Office Occupations are employed in all of the industries, only Industrial Welfare Order #13-63, pertaining to Office Workers, is included as a part of this manual, Appendix H. However, if a student is employed as an office worker in one of the listed industries, he is covered by that industry's industrial order. For example, a student doing office work for a Health Care Industry will be covered by the Health Care Industry Orders instead of the Office Workers Orders.

State Industrial Insurance Laws (Workmen's Compensation) cover employed students in the same manner as other employees of a particular firm. In case of accident they receive the same benefits as the other employees of the firm. This is explained in the GUIDE TO WORKMEN'S COMPENSATION BENEFITS.[5]

Workmen's Compensation coverage applies only while the student is carrying out his paid, employee assigned duties. It does not include his travel to and from work.

Each school should check with its legal counsel in regard to liability coverage for the students' transportation. Indictations are that coverage on public transportation would be provided by the public carrier, but that coverage for private transportation would have to be provided for by the students or their parents.

It is imperative that each school check out its situation and inform all concerned--students, parents, employers--of the interpretation.

The Department of Labor and Industries maintains 15 branch offices throughout the state. These are service locations that furnish informational materials and work permits. They are listed on the reverse side of

the work permit application form, Appendix F, and in the GUIDE TO WORKMEN'S COMPENSATION BENEFITS. An Industrial Relations Agent (field representative) has been appointed in each of seven regions. His duties include serving as a liaison person with school programs within that particular area. Appendix I contains a listing of the areas and the names and phone numbers of the representatives. The appropriate area representative or the department office of Women and Minors in Industry in Olympia will be able to answer any questions relating to the employment of students in the CBOOE program.

Abiding by the provisions of the FAIR LABOR STANDARDS ACT and the Washington State Labor Laws actually is the responsibility of the employer, not the school or the teacher-coordinator. However, it is important that the teacher-coordinator be familiar with those laws and guide the employer in his abiding by them. The attached fact sheet, Appendix J, answers many of the common questions that arise about employment of minors.

Miscellaneous Forms

Several sample forms are included in Exhibit A. They include a business card for the teacher-coordinator, a student introduction card to be used when making a job application, and a student permit-to-leave-school card. The forms included provide a unique approach that can be simple and effective. The information for each student form is stamped on the back of the teacher-coordinator's business card.

Also included are two certificates of appreciation (Exhibit B)--one for advisory committee members and one for the training station. The recipients should post these in prominent locations in their places of business.

The Summary of Training Hours form (Exhibit C) provides a cumulative total of the student's hours and financial records set up on a weekly basis. It is suggested that columns 1, 2, and 3 be completed on a weekly basis but that the remaining columns be done on a time basis consistent with the student's pay period--weekly, bi-weekly, or monthly.

CHAPTER 4 HOW TO DO IT

This chapter provides the "how to do it" phase of the cooperative occupational class in office and business education. It follows a logical sequence of steps in planning for, starting, and conducting the cooperative education program. There is a brief explanation for each of these steps and then a suggested approach for carrying them out. The suggested approach is intended to provide ideas you will need to adapt to your own situation.

Informing the Administration About Cooperative Occupational Education

The decision to start COE usually comes from the office of the superintendent of schools or the president of the college. Therefore, this office needs to be informed about the program, what it is, what it will do for the education program, and how much it will cost.

The principal of the high school or the dean of the college is usually responsible for conducting the program. His office also needs and understanding of how it works, how it relates to the other instructional areas, and what administrative structure is needed to provide for it.

It would be helpful to have each administrator read What School Administrators Should Know About Cooperative Vocational Education.[6]

A Suggested Approach for Informing the Administration

1. Talk over the idea of starting a CBOOE class with fellow staff members and the respective department head or vocational director to gain their understanding and backing.

2. Go to the principal or dean, preferably with the department head, to explain the proposed program and what it will do for the students and the educational program.

3. With the principal's approval, go to the superintendent to explain the program and gain his permission to proceed with the feasibility study and/or the organization of an advisory committee. He may want the idea presented before the school board, too.

The Feasibility Study

The feasibility study analyzes the school and business community to determine if it is feasible to set up the program. It will bring out the reactions of the community and whether or not there is (1) a need for the

program, (2) sufficient training stations to support it, and (3) enough interested students that want to enroll in it.

The feasibility study is an essential first step that should be made as soon as serious consideration is given to starting a cooperative program. Conducting the study in January for a possible program in September is none too soon. Some of the ways to conduct this study are (a) send a survey form to the businesses to be served, asking them to complete and return it, (b) conduct a general survey through observation and then visit representative businesses, and (c) make the entire survey through personal contacts.

A Suggested Approach for Conducting the Feasibility Study

1. Develop a brief descriptive statement about the program and the purposes of the feasibility study.

2. Develop a response form, using check-off statements as much as possible.

3. Publicize through the local newspapers and radio that the program is under consideration and that a feasibility study is being made.

4. Send the descriptive statement and response form to all of the business establishments. Secure a listing from the telephone directory, the city directory, the chamber of commerce, or the Office Management Association.

5. Pick up the survey forms personally, publicizing a day or two ahead that this will be done.

6. Determine student interest through discussions in the related business classes.

A sample form and cover letter to assist you in drafting a Survey of Business Offices is provided as Exhibits D and E.

The Advisory Committee[7]

This committee serves in an advisory capacity for planning, initiation, and conducting the CBOOE program. It must be representative of all facets of the business community the program serves. It should include an equal number of management and employee members and also a local union representative. It may include representation from the community at large not directly connected with the business community involved. It also may include a student or a recent graduate.

The size of the advisory committee may vary to fit the situation and any personal preferences. From six to twelve members is adequate to be representative yet small enough to be workable. A staggered term of office

is recommended so that there are always experienced members on the committee. A two-or a three-year term can provide for this.

The committee will need a chairman, a vice-chairman, and a secretary. The teacher-coordinator of the CBOOE program should serve in an ex-officio position. Meetings should be held only when there is a need for them.

As an advisory group, the committee can offer suggestions, provide a sounding board for new ideas, and help keep the program in touch with the business community it serves.

A Suggested Approach for Establishing an Advisory Committee

1. Establish a procedure with the appropriate school authorities for appointing the advisory committee.

2. Develop a letter describing the CBOOE program, the need for an advisory committee, and the composition of its membership.

3. Send the letter to the business, social, and service organizations in the community, requesting they suggest prospective members.

4. Compile the responses and from them select the best potential members.

5. Take the recommendations to the appropriate school authority, requesting they appoint the advisory committee.

6. Send a letter from the superintendent or president to the members selected, asking them to serve on the committee. A sample is provided as Exhibit F.

7. Announce the appointment of the advisory committee through the local news media.

Promotion of Cooperative Occupational Education Within the School

Promotion within the school must reach all the personnel with whom it relates. This includes administrators, counselors, faculty, staff, and students.

The administrators need to understand how the CBOOE program operates so they can provide a suitable class schedule, determine the number of credits to allow, and set up the necessary administrative framework within which the program can function.

The counselors must understand the purposes of the program and the qualifications needed so they can help in student advisement and selection.

The faculty and staff need a general understanding of the program as they may have some of the students in other classes. Perhaps some of their assignments can be applied to the CBOOE program. Many of the CBOOE program activities can enrich instructional classes.

The students need to learn about the program to identify their interest in it. They also need to know the specifics so they can plan their schedules accordingly.

Since most of the jobs students in a business and office occupational program hold require that some basic skills be mastered prior to receiving on-the-job training, the promotional program is simplified. Most of student acquaintantship can be provided in the business classes. However, sufficient information should be disseminated to reach the students not in those classes.

A Suggested Approach for Promotion Within the School

1. Meet with the counselors prior to student registration. Explain the program, necessary student qualifications, and the types of jobs they will be preparing for. Share any counseling materials you may have with them.

2. Meet with the administrators who schedule the classes. Help them plan a schedule to provide for the students' needs.

3. Prepare promotional materials describing the program that you can use as handouts.

4. Request time in a department meeting to familiarize the other members with the CBOOE program. Do this during the planning stages if possible.

5. Arrange to inform the students about the program. Most of this can be done for business and office education through the basic skills classes. A complete coverage in the high school can be assured through announcements in a class required of all students in the year prior to their being eligible for the CBOOE program. For the community college or vocational technical school, you will need to rely on the catalog, posted announcements, and announcements in related area classes.

   Pass out the promotional materials and provide general information.

6. Arrange group meetings with students who have shown an interest in the program to give them detailed information and answer their questions.

7. Request time in an early fall faculty meeting to explain the program. Describe the program in a short, 5-minute presentation, stressing the community relationships and the culminating learning experiences it offers the students.

Promotion of Cooperative Occupational Education Within the Community

Three distinct groupings within the community must be reached in the promotion of the CBOOE program. They are (a) the "business and office community" directly involved, (b) the "community at large," and (c) the parents of the students who may participate.

The "business and office community" identifies those businesses and business areas directly related to the CBOOE program. From these businesses training stations will be selected, instructional materials secured, and most of the advisory committee members selected. They should have a general understanding of the program. Specific firms involved will need a detailed knowledge of the program and their role in it.

The "community at large" identifies the remainder of the entire social and economic structure of the total community. This includes the professional people, the retailers, the manufacturers, the laborers, etc. They should know about the program and the relationship it is establishing between the school and the community. They can add enrichment to the program and support for it. It may be desirable to have them represented on the advisory committee.

The parents of the students who may participate should know about the program, what its objectives are, and how it works. It is especially important that they understand the demands it may impose upon them and their children. They also should be aware of their responsibilities and possible liabilities in regard to the program.

A Suggested Procedure for Promotion of the Program Within the Community

1. When the development of the program is just beginning, visit with a few of the organization leaders, such as the president of the Office Management Society or the Manager of the Chamber of Commerce. Inform them about it, get their ideas, reactions, and suggestions.

2. Be available to meet with any of the social, service, or business groups from whom advisory committee member recommendations had been requested.

3. As the plans for the program become definite, make visitations to several of the leading businesses to inform them about it.

4. Arrange to make a short announcement about the program at the various organization meetings of which the businessmen are members. Perhaps even provide the meeting's program. Explain it, pass out the informational materials, answer questions. Work toward learning which businesses are interested.

5. Follow up the organization meetings with individual visitations to businesses that have expressed an interest or seem to be potentially good training stations. Give them detailed specifics, learn about each business, and analyze its potential as a training station.

   You will find, in Exhibit G, A Suggested Promotional Activities Chart for Various Functions.

Student Selection

Students for the CBOOE program should be selected on the basis of their aptitude, attitudes, interests, and preparation. Standardized tests provide one source of information. A student's aptitude in relation to the needs of a specific job can be determined through use of the General Aptitude Test Battery (GATBE). A relationship of his interests to general occupational areas can be determined through tests such as the Strong and the Kuder.

Another source of information is the student personnel files in the school. An anecdotal record or a case history can reveal information of value in student selection.

The business and office education staff can measure the skills ability of students through their performance in previous classes or on assignments given. The simulated office program can provide information about their personal characteristics.

Past performance in school as measured by attendance, grades earned, and extra-curricular activities are also of value. Attendance records can give an indication of any health problems that may interfere with a student's on-the-job performance. Grades achieved may indicate ability, reliability, and responsibility. The student with high grades, however, is not necessarily going to excel on the job. The student with average or low grades may not have been reached by the conventional instructional program. The student with past low grades may find the CBOOE approach has an appeal and provides an incentive to him. Participation in extra-curricular activities will indicate a student's ability to mix and work with others. It also shows his interests and activities.

The personal interview is an excellent culminating device for student selection. Through it the teacher-coordinator can clarify any questions he may have had from previous information, learn about the student's desires

and ambitions, and gain some insight into his attitudes. The personal interview also shows how the student handles himself and the impression he makes.

A Suggested Approach for Student Selection

This is starting from where the promotion within the school left off.

1. Make sure each interested student has specific information about the program.

2. Review each student's previous school records. Try to determine the reasons for any excessive or regular absences and for low grades.

3. Review each student's performance records in previous business classes. Visit with some of the teachers.

4. Arrange an individual interview with each prospective student. Inform him that his previous records have been reviewed. Give him an opportunity to express himself. Learn about him and his attitudes, ambitions, and desires.

5. Have each student take information about the program to his parents. Secure their permission for him to participate in the program.

6. Depending upon the situation, (a) select the students for the program or (b) discuss this with fellow staff members or (c) discuss this with the counseling staff.

A sample student personal data sheet and application form, Exhibit H, and student-parent-school agreement form, Exhibit I, are provided.

Training Station Selection

Criteria for the selection of each training station are the training opportunities it provides, the attitude of management, and the reputation of the business. The basic consideration, of course, is the training opportunities it provides. What are the duties the student is to perform? Will there be an opportunity for job rotation? For advancement? Will the training provide a base from which the student can lead into other jobs?

The attitude of management sets the climate for the entire training station. Does it reflect an interest in and desire to help youth who are starting in the field? Is an attitude of helpfulness toward education present? Is it wholesome and cooperative?

The reputation of the business will have a strong bearing on the future of the program as well as the recommendation the students receive from it. Is it a well respected business? Is it recognized as being up to date in its operation?

A Suggested Approach in the Selection of Training Stations

This approach is starting from where the promotion within the community left off.

1. Develop a list of the businesses and their managers. Those identified in the feasibility study will provide a good starting point. From this list, establish a priority for making individual visitations.

2. Prepare a letter telling about the program and that a visitation will be made within a few days. Mail each letter 3 or 4 days prior to when that specific visitation will be made. Do this on a continuing basis.

3. Make the visitation. Depending upon the nature of the business and the attitude of the management, just drop in or make an appointment. The "drop in" approach brings a risk of arriving at a busy time and also of possibly irritating the management. The "appointment" approach brings a risk of a, "No, I'm not interested!" before he has really learned about the program.

   During the visitation, inform them about the program, learn about their current developments, and about their specific business.

4. If it seems desirable as a training station and there is a favorable response, explain how the students are being selected for the program and suggest a procedure for possible student placement with them. Don't make a definite commitment at this time.

5. If it doesn't seem a desirable place as a training station, work the conversation more in the direction of informing them about the program, etc.

6. After each visitation make notes about it, including reactions and suggestions for future visitations. A sample rating chart for a prospective training station is provided as Exhibit J.

7. For planning purposes, select potential training stations, placing them in an order of preference.

Student Placement

Student placement is the matching of the students with the training stations. It should reflect the student's aptitudes, interests, and abilities, as well as the characteristics and nature of the training station. It should be handled so that the student has to apply for and get his job rather than having it set up for him.

A training station should be used only if it offers a learning situation for the student assigned to it. With varying student abilities and rates of progress, what is a worthwhile educational experience for one student may not be for another. A training station position should remain unfilled rather than be filled by an unqualified student.

A Suggested Approach for Student Placement

This approach is a continuation of student and training station selection.

1. For planning purposes, match the students' qualifications with the possible training stations in a general way to help size up the entire situation.

2. Contact a potential training station, stating some students seem to fit into its organization and that they would like to be interviewed for possible assignment. Send two or three students who can qualify for the position. Inform the manager who they are in advance and request that he interview each of them and then contact you about his selection.

3. Send the students individually to be interviewed. They should know there is a possible job, that other students are being interviewed also, and that they must apply for and get the position.

4. If the employer has a preference among the applicants, place that student with his firm. If he is uncertain, discuss the abilities of each applicant to help him make the decision. If he is dissatisfied with all of the applicants, send one or two additional applicants if they are qualified. Don't push him to hire a student he isn't satisfied with.

This placement approach is a joint one. The teacher-coordinator is only sending those students that he thinks can qualify. The employer is selecting the one he wants.

The Training Agreement

The training agreement establishes the cooperative relationship between the school and the business establishment in providing a learning situation for the student. It is signed by the student, his parents, the employer, and the school representative.

This agreement may also list what the school will provide in the classroom for the student and the experiences the training station will provide for him. What each does should be based upon an occupational analysis and a listing of the duties to be performed. Then it must be determined which parts can be learned best in class and which can be learned best on the job. In effect, this encourages the "instructional team" approach to the total educational program.

A Suggested Approach for Developing the Training Agreement

1. Meet with the training sponsor to plan what the student will be doing on the job and also what he will be studying in school.

2. Complete the training agreement. Discuss it in a meeting with the student and the employer to avoid any misunderstandings and have them sign it.

3. Make a visitation to the student's parents. Inform them about what their son or daughter will be learning and doing. Have them sign the agreement.

4. The teacher-coordinator or other designated school representative should sign the agreement. The school, training station, and the student should each have a copy of it.

A sample training agreement form is provided as Exhibit K.

Sometimes a training plan (Exhibit L) separate from the training agreement is set up. If so, the training agreement establishes the relationship between the school, the student, and the training station. The training plan sets up what the student will be doing in school and on the job.

Coordination Visits

Coordination visits are made by the teacher-coordinator to the training stations. The purpose is to coordinate each student's classroom activities and his on-the-job experiences. Through coordination calls, the teacher-coordinator will be able to (1) keep the classroom instruction relevant to the business world, (2) keep himself current with the latest developments, (3) develop and maintain a working relationship with the training stations, (4) observe each student in action at his training station, and (5) adapt classroom activities to the individual needs of the students.

The frequency for making coordination visits will vary with the individual student needs. Visits should be made often enough so that the teacher-coordinator knows what is taking place at the training station yet not so often that he is interfering with the business operation. The controlling factor should be the needs of the student. As a general rule, it is recommended that a visitation be made to each student at least once each two weeks, with more frequent visitations when they are needed.

The coordination calls should be made so that the student is visited during both slack and rush times. However, consideration needs to be given to the training sponsor to avoid making undue demands on his time.

The first visitation should be made after the student has had enough time on the job to become oriented. Go through the proper channels of authority for each business. This may be from the owner to the office manager to the training sponsor. During this first visitation, develop an understanding of the coordination calls and an approach to use for making them in the future. Follow this approach on subsequent visitations. Whatever the arrangements, always "check in" with the appropriate authority before going to the student.

The length of time spent on the coordination call need only be enough to accomplish the purpose of the visit. If there are no items of specific concern, it may be a visitation of only a few minutes. The purpose may be to discuss the student's progress with the training sponsor and the student together, or to observe the student, or to visit with one or the other alone. Always follow up the visitation with the student the next day. This can usually be done during the related class period.

Whether or not appointments for coordination calls are necessary is always a question. Many offices want visitations to be made by appointment. However, the teacher-coordinator often will observe and learn more about the training situation if he goes without an appointment. If a specific problem needs to be discussed during a visitation, an appointment is essential.

When making coordination calls, the teacher-coordinator should leave a listing of the places he plans to visit at the school or college office. This will serve as a record of his coordination activities and will also enable the school to reach him if necessary.

The coordination calls also provide an opportunity for program promotion. They can be used to inform the community about the program and what is being done in the school. They can be used to develop new training stations. Obviously, the coordination calls should be made by the teacher-coordinator of the CBOOE program. Part of his teaching schedule should be assigned for this purpose, and appropriate mileage expenses should be provided.

A Suggested Approach for Planning and Making Coordination Calls

1. Plan an overall approach and discuss with the appropriate school authority. Include

   - an understanding of the purposes of the coordination calls;
   - a suggested approach for handling the expenses;
   - administrative aspects within the school;
     - checking in and out
     - when the coordination calls will be made
   - frequency of visitations;
   - how results of visitations will be used.

2. Explain to fellow staff members the purposes of the coordination calls, what is taking place, and how it relates to the total instructional program.

3. Discuss the coordination calls with the students in the related class.

   - develop an understanding of their purposes;
   - plan a basic approach to be used.

4. Make a general visitation plan.

   - cover all training students at desired time intervals;
   - group visitations to conserve time and costs.

5. Make initial coordination calls.

   - contact each firm by phone prior to initial visitation;
   - inform students prior to initial visitation;
   - during visitation set up an approach for subsequent calls.

6. Make subsequent coordination calls.

   - vary frequency to fit situation.

A sample coordinator's visitation record is provided as Exhibit M.

Counseling the Students

Counseling is a continuous process in the CBOOE program. It begins during the student information and selection process and continues until after the student graduates. The purposes of counseling is to help each student evaluate and think through the different aspects of his program as they develop and to arrive at the best decisions for him. It differs from the usual school counseling in that much of it is an integral part of the related class instruction and a much greater portion of it is conducted by the teacher-coordinator, rather than the school counselors. Counseling may relate to personal hygiene, appearance, attitudes, selection of classes, or an on-the-job problem, as well as any other concerns of the students and employers.

Basic areas that relate to all of the students, such as appearance or attitudes, can be handled in class on a group counseling basis. Each student then could relate them to his or her own job situation. These basic areas for group counseling can develop as the instructional program progresses and as on-the-job situations are encountered.

Individual counseling relates to the concerns of a specific student. Although many of these center around his development at the training station, they often inter-relate with all phases of his growth and development.

All individual counseling should be on a confidential basis. It should not be critical; instead a positive, "building from where the student is" approach can be very effective.

After each coordination visit, provide for a counseling session, as appropriate, with the student. This may be merely a comment, a compliment, or a suggestion. It may be a discussion resulting in a different approach by the student on the job, or in a change in his individual instruction in the related class. If the student is having difficulties on the job, individual counseling must be provided. Often very effective counseling can be implemented in cooperation with the training sponsor. The teacher-coordinator should plan the related class activities to provide some time for individual counseling.

A Suggested Procedure for Counseling the Students

(This procedure is for students enrolled in the CBOOE program--not for those considering enrolling.)

1. Discuss the CBOOE program's counseling needs with the counseling staff.

   - develop their understanding of what the program is doing;
   - gain their support.

2. Set a base for the group counseling through class discussions.

   - have students apply ideas to their own situations;
   - follow up with individual assignments and conferences.

3. Visit with each student after making a coordination call to his training station.

4. Provide time and an opportunity for the students to come to you with any of their problems or concerns.

   - have some of this during the related class.

5. Follow up with students on results of counseling efforts.

Student Evaluation

The student in the CBOOE program has two separate considerations for evaluation--classroom performance and on-the-job performance--with credit being given for both. The school may give separate grades for the classroom and the on-the-job experience, or it may give a combined grade including both. If a combined grade is given, the student should know how much each part counts and also how he did in each.

Normal grading procedures can be used for the classroom work. It is recommended that the grading be more individualized than customary, since much of the instruction is related to each student's job.

The on-the-job evaluation should reflect (1) the teacher-coordinator's observations during coordination calls, (2) the teacher-coordinator's visitations with the student and with the training sponsor, and (3) an evaluation sheet completed by the training sponsor.

The evaluation sheet should be set up in a "check-off" form to make it easier to complete. It also should provide places for comments to be added. Since some training sponsors evaluate higher or lower than others, there may be a need to compensate for this fact when arriving at a letter grade. By comparing the evaluation marks with his own markings, the teacher-coordinator can usually tell if the training sponsor tends to rate students high or low.

All persons involved in the program should know that the actual grade earned by the student should be decided by the teacher-coordinator, not the training sponsor.

The information received on the evaluation sheet is a confidential rating by the training sponsor and should be handled accordingly. Statements to the student, such as "You are strong in this area" or "You need to improve your accuracy" will enable the teacher-coordinator to utilize the evaluation for counseling purposes without actually showing it to the student. The evaluation also can be a guide in assigning individual work to the student.

A Suggested Procedure for Student Evaluation

1. Develop a total student evaluation plan for the program.

   - if classroom and on-the-job evaluations are combined in a single grade, determine how much each part counts;
   - discuss with and gain approval of the appropriate administrative authority.

2. Explain the total evaluation procedure to the students.

3. Discuss the on-the-job evaluation procedure with each training sponsor.

   - gain his understanding and support;
   - incorporate his suggestions if feasible;
   - perhaps have this a joint conference with the student.

4. About two weeks before the end of each school grading period, send the evaluation sheet to the training sponsor.

   - send it by mail or
   - have the student deliver it.

5. About three days to a week later, make a coordination call to pick up the completed evaluation sheet.

   - discuss it with the training sponsor;
   - perhaps include the student in a joint conference.

6. Have an individual student conference to discuss his on-the-job evaluation.

   - remember to treat it with confidence.

7. Consider all factors involved and arrive at the student's grade.

A sample student-trainee evaluation form is provided as Exhibit N.

Follow-up Study

The purpose of a follow-up study is to determine the effectiveness of the CBOOE program measured by the directions the graduates have taken and the success they are achieving. It is an integral part of the total program evaluation. It provides a means of determining how well the program is serving its purpose, based upon the results achieved.

It is suggested that a follow-up study of the students be conducted one year after graduation and again five years after graduation. The one year follow-up will show what direction the students have taken, i.e., remained on the same or a similar job, entered a related occupation, entered an unrelated occupation, obtained further training or education, entered into the military service, or entered the labor market. It will also indicate whether or not the program has prepared them for the business world.

The follow-up at the end of five years provides a long range measurement of the program's effectiveness. By this time, many of the students who have gone on for further training or education, to the military, or out of the labor market have returned. Some who have entered an unrelated occupation direction may have returned, yet some may have changed to unrelated areas. The five-year study adds the dimensions of maturity, experience, and the influences of the outside world to the base established by the CBOOE program.

The one-and five-year follow-up studies really give insight into the effectiveness of the program. The results provide an operational measure of the effectiveness of the program in reaching the right students and in providing them the proper base from which they can succeed in the business world.

Locating the students for the follow-up study may be a problem. This can be reduced by getting the name and address of an aunt or uncle in your records, by contacting former neighbors, and by having your current students inquire among their friends.

When the follow-up study is sent out, it should contain a brief, friendly letter telling the graduates about the school and the program, and contain a request for the information. Enclose a check-off card or form with a return addressed envelope. Encourage their comments.

A Suggested Procedure for Conducting a Follow-up Study

1. Determine appropriate time periods for the follow-up study and develop the cover letter and the check-off card or form.

2. Inform the current students about the follow-up study, why it is being done, and what it will do for the program.

3. Get addresses of former students and send out the follow-up study materials.

4. Send a follow-up note and another survey form to those who have not responded about a week after the requested response date.

5. Tally the results. Share any notes or comments of interest with the current students, advisory committee, and school administration.

6. Evaluate results of the follow-up study to determine changes that will make the program more effective.

Program Evaluation

The purpose of program evaluation is much the same as that of the follow-up study--to determine the effectiveness of the CBOOE program. However, it encompasses all phases of the program from the initial planning, through the follow-up study, and into the changes and preparations made for the following year's program.

Program evaluation is a continuous process. It can serve as a tool to help improve the total CBOOE program, its administrative aspects, its operational practices, its instructional content, and its training station experiences. If done well, it will help keep the program current with the rapidly changing business world.

A Suggested Procedure for Program Evaluation

1. As the CBOOE program is planned and developed, maintain a notebook of all that is done.

   - in it include:

     - materials presented to the administration;
     - results of the feasibility study;
     - all forms used in the program;
     - a description of all procedures used in the program.

2. As the year progresses, make notes about any forms, procedures, and materials.

    - include strengths, inadequacies, ideas, suggestions.

3. When planning and preparing for the following year, go over the entire process and plan changes.

    - discuss with advisory committee for their reactions;
    - send any supplemental information to the administration;
    - supplement original feasibility study if necessary.

        - results of follow-up study help here.

4. Ask all involved with the program to evaluate it from their points of view.

    - prepare a form or do it through personal visitations;
    - include:

        - administration;
        - students;
        - training sponsors;
        - fellow staff members.

5. Write a year-end report summarizing the results of the program and setting goals for the following year. Submit this to the respective department head or vocational director and the principal or dean.

6. As the following year's program progresses, incorporate changes in forms and approaches.

7. Continue with the notebook. It provides a usable, running account of the program's development.

A sample evaluation of the CBOOE program is provided as Exhibit O.

CHAPTER 5 RELATED INSTRUCTION

Related instruction should be designed to increase the student's knowledge, understanding, and ability to solve problems he may encounter in his chosen occupation, orient him to the CBOOE program, contribute to his understanding of the world of life of which work is an integral part, and assist him to become an employable individual capable of making a smooth transition from school to the job.

Although there are similarities between all cooperative educational programs, the contents for each program can be best identified by making an occupational analysis of the work station to which the student is to be exposed and inventorying the knowledge, skill, attitude, understandings, and capabilities of each individual trainee. An occupational analysis of a particular work station is more apt to assure relevance in instruction within the related class to the on-the-job requirements and a personal inventory will aid in identifying relevance to the individual.

When a student is selected to participate in the on-the-job phase of a cooperative program, it is assumed that certain skills and knowledges have been attained in previously completed business and other classes.

Learning experiences in school and on the job cannot be isolated; they must be integrated to produce maximum growth in the individual student. Where coordination, related classroom instruction, and on-the-job instruction is performed by different individuals, a coordinated planning effort directed towards making the learning program of the student meaningful is critical.

Indirectly related instruction has a wider perimeter since it includes those skills, attitudes, understandings, and knowledges all persons going to work in a variety of occupations or careers should have. To illustrate, everyone entering the job market should have some conception of what an employer expects of him as an employee, some of the techniques of getting along with people, and the effects of employment to him, the employee. The student has new income to manage.

The concurrent in-school instruction offered in a CBOOE experience can be divided into directly and indirectly related categories. The directly related instruction can be defined as that which provides learning experiences to promote skills, attitudes, and provide knowledge enabling the student to perform efficiently, intelligently, and effectively in his specific job assignment or self-chosen occupational career. The secretarial trainee, for example, needs to know how to type and apply her skill to the typing of several different styles of business letters. She also needs to identify with her work station and maybe modify the letter styles learned to conform to the individual peculiarities of her employer's letter style usage.

The related classroom instructor has many opportunities not as universal in other classroom situations.

(1) The student's attitude is more conducive to learning because he has selected the part-time CBOOE training opportunity. He has demonstrated his interest and his desire to profit from the learning experiences it has to offer.

(2) The classroom is now a part of the total occupational laboratory integrated with the actual business. The classroom and the work station provide an environment for individualized instruction.

(3) The classroom facility is conducive to a relaxed laboratory-like atmosphere. Classroom facilities should permit freedom of movement, reference materials which will contribute to the self-contained classroom concept, and an opportunity to enable the students to work in groups or as individuals.

(4) The classroom instruction is characterized by a need to know. A need to know NOW because the student is immediately involved in a situation where results count. Motivation is high because the results of the learning experience are known immediately; there are no long waiting periods before the learning is applied and the results evaluated.

(5) The classroom instructor has the satisfaction of witnessing the successful application of his instruction because the majority of his tutoring must produce immediate results. He is directly involved in guiding the student from the formal education phase of his life to placement on the job.

(6) The classroom teacher and the student must be flexible and alert to change. The knowledge that both the student and the teacher are in tune with the business community today in itself is a reward. One day the classroom may be characterized by group instruction and the next be totally involved in individualized instruction. Job requirements and student needs dictate the instruction pattern most appropriate for the required learning experience.

(7) CBOOE is learner-centered.

(8) CBOOE adds three sources of learning: the classroom, the job, and the youth organization--Future Business Leaders of America.

(9) The business experience of the teacher provides the learner with relevant information.

Length of the Cooperative Business and Office Occupational Education Experience

Traditionally, cooperative programs have been one-or two-year programs coinciding with the typical academic year and carrying Carnegie units of credit. Realistically, the length of the program should be governed by the learning that can and should result from the experience. Routine occupational specialties can be mastered in a short period of time while more complex occupational endeavors would require a lifetime of learning. Here, the cooperative program can serve only as a springboard for the student.

A successful cooperative experience does not have to be limited to the academic year. There is no reason a good cooperative experience cannot be conducted through the usual summer vacation period. Perhaps the summer break is better since the student is free from the academic restraints necessary in scheduling and synchronizing a cooperative experience with the traditional academic program of the total school community. During the summer months, the student and teacher have an opportunity to maximize the experience because they are free of traditional restraints of non-cooperative classroom instruction and school administrative procedures. It also offers the school district an opportunity to maximize the use of the school's physical plant for the related class instruction. Space and equipment in demand by the total school community are usually free during the summer and vacation periods.

It is also conceivable that some office cooperative learning experiences in a particular career cluster can best be received during the summer and vacation period. Christmas vacation work loads provide an experience that can be obtained only at that period of the year. Careers related to seasonal occupations can be of the greatest value to the student if the on-the-job experience can be obtained within that seasonal period.

8

Training Facilities

In the typical cooperative office skills program, related classroom instruction is carried on in such classes as secretarial practice, office practice, shorthand 2, and bookkeeping 2. These classroom laboratories should be suitably equipped with office machines, equipment, and materials that approximate actual office conditions. Periodic visits to local offices where students are employed should be made to observe equipment and procedures currently used in the community. The advisory committee, employers, and personnel people should be invited into the classroom to observe and make suggestions. Frequently older but serviceable equipment and material are available to schools either on loan, at extremely reasonable cost, or for the asking.

A diagram of a model office practice laboratory with a reception area, individual offices, and varied "skill centers" is shown in Exhibit P. This classroom should be as businesslike as possible, an atmosphere of "the office" prevailing. The suggested physical layout of the laboratory provides for many concurrent activities. Students could be interviewing each other in the offices, others operating machines in the duplicating and other rooms. Provision is made for counseling in the coordinator's office.

The Related Class

The related instructions class should orient students to CBOOE and the world of work, to improve human relations, and to develop basic business skills with specific application to individual job placements.

Objectives

1. Provide students an overview of CBOOE.
2. Provide students an understanding of the governing rules and regulations.
3. Provide occupational guidance.
4. Acquaint students with occupational information and possible job sources.
5. Develop an understanding of employer-employee relations.
6. Develop human relation skills.
7. Prepare students for employment in clerical occupations.
8. Elevate previously acquired skills to a higher educational level.
9. Provide specific knowledges and skills that will enable the student to successfully accomplish his job responsibilities.

Those desiring a suggested course of study for use in the indirectly related class might like to review the suggested course outline of the state of Indiana guide which is reproduced as Exhibit Q. This course outline should be evaluated and modified to meet the specific needs of your related class.

CHAPTER 6 WASHINGTON STATE PLAN FOR VOCATIONAL EDUCATION

The provision of the Washington State Plan for Vocational Education, Part I - Administrative Provisions, July, 1969 pertaining to cooperative vocational education programs is as follows:

9.0
COOPERATIVE VOCATIONAL EDUCATION PROGRAMS. In addition to the provisions in 1.0 and 2.0 of Section I of the State Plan, the following special provisions apply to cooperative vocational education programs supported with federal funds under Part G of the Act.

9.1
PROCEDURES FOR APPROVAL OF COOPERATIVE VOCATIONAL EDUCATION PROGRAMS

9.11
SUBMITTAL OF APPLICATIONS. Applications for cooperative work-study programs under Part G, P.L. 90-576, shall include the information stipulated in 3.21 of this Plan (Content of Local Applications), and will include the following:

1. Estimated number of private nonprofit school students to participate.

2. Statement of degree and manner of their participation.

3. Statement of assurance that the local educational agency will maintain administrative control and direction of the program.

9.12
REVIEW OF APPLICATIONS. Applications shall be reviewed as stipulated in 6.12 of this Plan.

9.13
ACTION ON APPLICATIONS. Applications shall be acted upon as stipulated in Section 6.13 of this Plan.

9.2
REQUIREMENTS OF COOPERATIVE VOCATIONAL EDUCATION PROGRAMS. Local and/or state educational agencies, in making application for grants to operate cooperative work-study programs, must give assurance that -

9.21
PURPOSE. Cooperative work-study programs under Part G, P.L. 90-576, shall be programs of vocational education for persons who, through a cooperative agreement between the school and public or private employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field; but these two experiences must

be planned and supervised by the school and employers, so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks or other periods of time in fulfilling the cooperative work-study program. Funds will be used only for developing and operating cooperative work-study programs which provide training opportunities that may not otherwise be available and which are designed to serve persons who can benefit from such programs and that such programs will not supplant ongoing cooperative education programs.

9.22
ON-THE-JOB TRAINING STANDARDS. Necessary procedures have been established for cooperation with employment agencies, labor groups, employers, and other community agencies in identifying suitable jobs for persons who enroll in cooperative work-study programs.

9.22-1
Provided that such on-the-job training is related to existing career opportunities susceptible of promotion and advancement.

9.22-2
The program will be based on coordinated work experience and in-class instruction, observing the following principles:

1. The program shall be designed to serve individuals who can benefit from the program and will be supervised, coordinated and continuously evaluated by the local educational institution or educational authority.

2. The instructional program will include, but not be limited to, units of study relating to getting and holding a job, employee and employer responsibilities, career opportunities in business and industry, development of desirable, personal characteristics and job attitudes, application of school curricula to the world of work, and other educational experiences calculated to assist students in drawing the greatest learning value from their job training.

3. The type of meaningful work performed by the students in connection with their cooperative work-study program shall be pre-planned, have a definite educational value and be compatible with stated career or occupational objectives.

4. Provision shall be included in the training agreement for representatives of the local educational institution or educational authority to have adequate access to the student and employer for instructional and supervisory visits during the training period.

9.22-3
NONDISPLACEMENT OF WORKERS

1. Training agreements between the local educational institution or educational authority and employer shall assure that students participating in a cooperative vocational education program will not displace regular employees performing similar work.

2. Cooperating employers shall certify in an appendix to the training agreement that the provision prevails.

3. The coordinator-instructor or similar representative from the local educational institution or educational authority shall be allowed time to supervise the students and training environment during the training period, and to ascertain that the provisions of this section are in effect.

4. Any dispute arising between employer and employee groups as a result of a cooperative training program shall be heard by the local advisory committee. If the dispute cannot be satisfactorily resolved, the training agreement shall be terminated.

5. A participating student shall be legally employed and must have passed his sixteenth birthday.

    a. The student shall receive at least the minimum hourly wage as established by the United States Department of Labor or the Washington State Department of Labor and Industries.

    b. The student shall be covered under the Industrial Insurance Act where applicable.

    c. The student shall not be placed in hazardous work except as the placement conforms to minimum age requirements for such work.

6. An employer's report of the student's work record, indicating progress on the job, shall be filed with the school.

9.23
IDENTIFICATION OF JOBS

9.23-1
Local educational institutions or education authority establishing cooperative work-study programs shall create a local representative advisory committee including, but not limited to,

representatives from labor, management, and community organizations with consultant services from other agencies such as Employment Security.

9.23-2
The advisory committee detailed in 9.23-1 shall coordinate its activities with the local Comprehensive Area Manpower Committee in identifying suitable employment opportunities for students enrolled in the cooperative work-study program.

9.23-3
The local advisory committee shall establish criteria for job selection, standards for employment and criteria for evaluating job performance. Guidelines for such evaluative criteria will be made available by the Coordinating Council.

9.24
ADDITIONAL COSTS TO EMPLOYERS

9.24-1
Provisions shall be made for reimbursement of added costs to employers for on-the-job training of students enrolled in cooperative programs, provided such on-the-job training is related to existing career opportunities.

1. The payment of added employer costs will be made only when it is apparent that, without such reimbursement, employers will not be able to provide quality on-the-job training.

2. That such added employer costs will include only that part of the compensation of students which represents the difference between the compensation to be paid and the fair dollar value of services rendered by the student, as determined by negotiation between the educational agency and the employer.

3. That such added employer costs will not include the cost of construction of facilities, purchases of equipment, and other capital costs which would innure to the benefit of the employer.

4. That such added employer costs shall be set forth in training agreements required by Reg. 102.98 (b) (4), identifying and justifying the cost factors applied, the amount of funds to be paid, and the duration of reimbursement.

5. Reimbursable costs shall be based on the previous employment practices of the employer for employees of similar or comparable employment.

6. Actual reimbursement rates shall be determined by the local advisory council, which shall establish standards for such activities. Guidelines for establishing such standards shall be supplied by the State Office of the Coordinating Council.

7. Such added employer costs shall be set forth in the training agreement between the local educational institution or educational authority and the employer, indicating the cost factors applied, the amount of funds to be paid and the duration of reimbursement.

9.25
COSTS TO STUDENTS. Provisions shall be made for reimbursing students, or paying on behalf of students, unusual costs resulting from participation by such students in a cooperative vocational education program.

1. Payments will be made only for those costs which:

   a. are not reasonably required of persons engaged in the field of employment for which cooperative vocational education is being provided, such as special tools, equipment and clothing, transportation and safety, and other protective devices; and

   b. do not have the effect of underwriting personal obligations and expenses which students in similar circumstances are reasonably expected to assume.

2. Payments may be made for those costs incurring to a student which are over and above those which would incur to a similar student not engaged in a cooperative work-study program. Reimbursable costs may be made for:

   a. transportation costs from the school to the place of employment. Such costs shall be based on public transportation if available, or if public transportation is not available, mileage may be reimbursed at the local agency established rate for private transportation.

   b. meals and lodging, if the employment so requires and is not normally furnished by the employer to employees in similar work situations.

3. Payments may be made at the discretion of the local agency either as direct reimbursement to the student for incurred costs or to a vendor for goods and services.

4. In no case shall the payment to students, or on behalf of students, exceed a rate which is reasonable and prudent. Such rates shall be established and reviewed periodically by the local advisory committee.

5. Such student reimbursement costs shall be set forth in an agreement between the local educational institution or educational authority and the student or vendor, indicating cost factors applied, the amount of funds to be paid, and the duration of reimbursement. Such an agreement shall also stipulate the standards for performance of students during training to qualify for reimbursement.

Editor's Note: The provisions of the 1969 State Plan as stipulated here are currently undergoing revision, but these will be in force until the "new" State Plan is adoped in 1973.

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A P P E N D I X

APPENDIX A

June 26, 1970

COOPERATIVE EDUCATION CRITERIA

(Secondary Schools)

1. A cooperative student must be legally employed.

2. There must be a coordinator employed by the school district who is responsible for coordinating the instruction and on-the-job training.

3. The coordinator must be vocationally certified.

4. There must be provision for the coordinator to meet with the cooperative student group in a related class at a regularly scheduled time.

5. Every cooperative program must have an active, representiative advisory committee composed of employers and employees.

6. Provision must be made for necessary record keeping on student employment, follow-up, and evaluation for local and state purposes.

7. Where the community is too small for a specialized vocational education program, a diversified occupations program may be feasible and approvable if specific attention is given to each student's occupational objective and specialized instruction is provided with his on-the-job training.

8. The workload of a coordinator should allow at least 1/2 hour per student per week for coordination time, which includes, among other things, time for individual student contact, time for planning of related vocational instruction, and time for consultation with other teaching staff who provide cooperative students with related instruction.

9. Each student in a cooperative program must have at least a tentative career objective in mind so that appropriate placement and relevant vocational instruction can be arranged.

10. The student may have had the necessary background and counseling to indicate that he is ready and will be likely to profit from on-the-job training.

11. The length of student employment should be determined by the level of competency in the chosen field rather than by some arbitrary time standard.

12. Leadership development activities, providing for transition from school to job, are planned as an integral part of the program.

APPENDIX B March 8, 1971

Proposed STANDARD POLICY AND PROCEDURES MANUAL Statement

COMMUNITY COLLEGE COOPERATIVE VOCATIONAL EDUCATION CRITERIA

For a community college program to be classified as Cooperative Vocational Education, the program must satisfy the following criteria:

Specified for Federal Vocational Education Funding:

1. There is an active representative advisory committee for each cooperative vocational program.

2. There is a written agreement between the community college and involved employers.

3. Students are legally employed during cooperative work experience.

4. Students are placed in the program on the basis of a tentative career objective which provides for the structuring of relevant vocational instruction.

5. There is an occupationally competent instructor-coordinator who is responsible for planning the program and coordinating the instruction and cooperative work experience, and who meets employment criteria established by the college.

6. There is provision for coordination of the student on the job and for the instructor-coordinator to meet with the student in a related class at a regular scheduled time. Such coordination time is determined by program needs relative to program objectives.

Recommended in USOE Cooperative Vocational Education Guidelines:

7. Provision is made for planning, developing work stations and training agreements and performing other tasks necessary to assure program success.

8. New programs are based on sound feasibility studies which clearly identify the need for such programs.

9. Length of student employment in cooperative work experiences is based on the required level of competency in the occupation rather than some arbitrary time standard.

10. Procedures are established for keeping of student records concerning evaluation and employment, and follow-up.

11. Provision is made for appropriate counseling services for determining whether or not students are ready for or will be likely to profit from cooperative work experiences.

12. Personal development activities, such as vocational student organizations, are planned as an integral part of the program.

APPENDIX C

Form Approved:
Budget Bureau No. 44-R0305

LEAVE THIS SPACE BLANK

U.S. DEPARTMENT OF LABOR
WAGE AND HOUR AND PUBLIC CONTRACTS DIVISIONS
450 Golden Gate Avenue - Room 10431
Box 36018
San Francisco, California 94102

APPLICATION FOR A CERTIFICATE TO EMPLOY A STUDENT-LEARNER

The certification of the appropriate school official on the reverse side of this application shall constitute a temporary authorization for the employment of the named student-learner at less than the statutory minimum wage applicable under section 6 of the Fair Labor Standards Act or at wages below the applicable Walsh-Healey Public Contracts Act or McNamara-O'Hara Service Contract Act wage determination, effective from the date this application is forwarded to the Divisions until a student-learner certificate is issued or denied by the Administrator or his authorized representative, provided the conditions specified in section 520.6(c)(2) of the Student-Learner Regulation (29 CFR 520) are satisfied.

PRINT OR TYPE ALL ANSWERS. PLEASE READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM

1. NAME AND ADDRESS, INCLUDING ZIP CODE, OF ESTABLISHMENT MAKING APPLICATION:	3A. NAME AND ADDRESS OF STUDENT-LEARNER: B: DATE OF BIRTH: *(Month, day, year)*
2. TYPE OF BUSINESS AND PRODUCTS MANUFACTURED, SOLD, OR SERVICES RENDERED:	4. NAME AND ADDRESS, INCLUDING ZIP CODE, OF SCHOOL IN WHICH STUDENT-LEARNER IS ENROLLED:

5. PROPOSED BEGINNING DATE OF EMPLOYMENT *(Month, day, year)*		17. TITLE OF STUDENT-LEARNER OCCUPATION:	
6. PROPOSED ENDING DATE OF EMPLOYMENT *(Month, day, year)*		18. NUMBER OF EMPLOYEES IN THIS ESTABLISHMENT	
7. PROPOSED GRADUATION DATE *(Month, day, year)*		19. NUMBER OF EXPERIENCED EMPLOYEES IN STUDENT-LEARNER'S OCCUPATION	
8. NUMBER OF WEEKS IN SCHOOL YEAR		20. MINIMUM HOURLY WAGE RATE OF EXPERIENCED WORKERS IN ITEM 19	
9. TOTAL HOURS OF SCHOOL INSTRUCTION PER WEEK		21. SPECIAL MINIMUM WAGE(s) TO BE PAID STUDENT-LEARNER *(if a progressive wage schedule is proposed, enter each rate and specify the period during which it will be paid)*:	
10. NUMBER OF SCHOOL HOURS DIRECTLY RELATED TO EMPLOYMENT TRAINING			
11. HOW IS EMPLOYMENT TRAINING SCHEDULED *(Weekly, alternate weeks, etc.)*?			
12. NUMBER OF WEEKS OF EMPLOYMENT TRAINING AT SPECIAL MINIMUM WAGES			
13. NUMBER OF HOURS OF EMPLOYMENT TRAINING A WEEK			
14. ARE FEDERAL VOCATIONAL EDUCATION FUNDS BEING USED FOR THIS PROGRAM?		22. IS AN AGE OR EMPLOYMENT CERTIFICATE ON FILE IN THIS ESTABLISHMENT FOR THIS STUDENT-LEARNER? *(If not, see instructions)*	
15. WAS THIS PROGRAM AUTHORIZED BY THE STATE BOARD OF VOCATIONAL EDUCATION?			
16. IF THE ANSWER TO ITEM 15 IS "NO", GIVE THE NAME OF THE RECOGNIZED EDUCATIONAL BODY WHICH APPROVED THIS PROGRAM:		23. IS IT ANTICIPATED THAT THE STUDENT-LEARNER WILL BE EMPLOYED IN THE PERFORMANCE OF A GOVERNMENT CONTRACT SUBJECT TO THE WALSH-HEALEY PUBLIC CONTRACTS ACT OR THE MC NAMARA-O'HARA SERVICE CONTRACT ACT?	

ATTACH SEPARATE PAGES IF NECESSARY

Form WH-205 (Rev. 4/68)

24. OUTLINE THE SCHOOL INSTRUCTION *directly* RELATED TO THE EMPLOYMENT TRAINING *(list courses, etc.)*.

25. OUTLINE TRAINING ON-THE-JOB *(describe briefly the work process in which the student-learner will be trained and list the types of any machines used)*.

26. SIGNATURE OF STUDENT-LEARNER:

I have read the statements made above and ask that the requested certificate, authorizing my employment training at special minimum wages and under the conditions stated, be granted by the Administrator or his authorized representative.

(Print or type name of student) | *Signature of Student* | *Date*

27. CERTIFICATION BY SCHOOL OFFICIAL:

I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program, as defined in section 520.2 of Student-Learner Regulations.

(Print or type name of official)

Signature of School Official | *Date*

Title

28. CERTIFICATION BY EMPLOYER OR AUTHORIZED REPRESENTATIVE:

I certify, in applying for this certificate, that all of the foregoing statements are, to the best of my knowledge and belief, true and correct.

(Print or type name of employer or representative)

Signature of employer or representative | *Date*

Title

ATTACH SEPARATE SHEETS IF NECESSARY

GPO 944-466

APPENDIX D

MINIMUM REQUIREMENTS FOR BUSINESS AND OFFICE EDUCATION SUBJECTS CERTIFICATION

One-Year Vocational Certificate

(a) Minimum education shall be a Bachelor's degree from an accredited institution of college grade with a major emphasis in office occupations subject matter, or eight (8) years of successful experience as an employee in office occupations of which at least three (3) years shall have been on a supervisory or managerial level.

(b) Professional preparation in office occupations education shall include fifteen (15) quarter credits or one hundred fifty (150) clock hours, or a combination of both, of teacher training in professional vocational education subjects.

(c) Technical preparation shall include twenty (20) quarter credits or demonstrated proficiency in technical office occupations subjects.

(d) Occupational experience shall consist of at least two (2) years of successful employment in an occupation involving the facilitating functions of a business office in a public or private enterprise. The amount and nature of occupational experience shall be in line with the occupational nature and level of the workers to be taught. The employment need not have been full-time and continuous as long as the aggregate amount of time employed is equal to that of a two-year period (4000 hours) of full-time paid employment in an office occupation. Directed employment training included in a teacher training program is acceptable for no more than one and a half years (3000 hours) of the two-year work requirement.

Renewal - Can be renewed once by full-time teachers without further college or in-service work.

Three-Year Vocational Certificate

(a) Must have taught on a one-year certificate for one (1) year.

(b) Three (3) quarter credits or 30 clock hours of approved in-service business education methods beyond requirements for one year certificates.

Renewal - Three (3) quarter credits or 30 clock hours of approved in-service business education beyond initial 3-year certificate requirements.

Five-Year Vocational Certificate

(a) Two years successful teaching experience on a three-year certificate.

(b) Six (6) quarter credits or 60 clock hours of approved business education classes or in-service work or a combination of both, beyond the requirements for a three-year certificate.

Renewal - Six (6) quarter credits of approved business education classes or 60 clock hours of in-service work beyond initial requirements for five-year certification.

APPENDIX E

Daniel J. Evans, Governor — William C. Jacobs, Director

DEPARTMENT OF LABOR AND INDUSTRIES

Industrial Relations Division
Women and Minors Section

General Administration Bldg.
Olympia, Washington 98504
Telephone: 753-6311

WORK PERMIT REGULATION
296-125

WAC 296-125-010 APPLICABILITY. Work permits are required for all minors unless excluded by statute of Washington State or provision of obligatory industrial welfare order. Major exempted groups are minors employed:

(1) Under age fourteen who must have permit issued by judge of superior court in county where minor resides.

(2) In agriculture.

(3) In domestic work or chores performed in or about private residence.

(4) By common carrier railroads, sleeping car companies and freight or express companies subject to regulations of federal law.

(5) Counselor staff occupations in organized seasonal recreational camps.

(6) In a vocational education or work experience training program, when such program is in a properly supervised learning setting under the direction of a bona fide school training program or in accordance with written agreements and approved training schedules indicating satisfactorily to the Industrial Welfare Committee that no employer-employee relationship exists.

(a) For the purpose of this regulation an employer-employee relationship shall be considered to exist when:

(i) Major supervision, direction and instruction stems from the business establishment, firm or individual.

(ii) The employment takes place during hours the school attended is not in session or the student has been excused by the school from such attendance.

(iii) Appreciable benefit is rendered to the employer by the student.

(b) The following factors shall be included in consideration of the existence of educational or occupational training experience in an industrial setting as opposed to an employer-employee relationship:

(i) The student is under the supervision of the school throughout, although the business establishment, firm, or individual may be responsible for a portion of the instruction provided.

(ii) The training experience is during regular school hours of no more than 2 hours daily (except in Special Education, Occupational Exploration and Orientation, or related programs for the handicapped) for a period of time not exceeding that recognized as necessary for that particular training.

(iii) No appreciable benefit is rendered to the business establishment, firm or individual by the student.

(7) Apprentices registered with the Washington State Apprenticeship Council.

WAC 296-125-015 DEFINITIONS. For the purpose of this order: (1) A "Minor" is a person of either sex under the age of 18 years.

(2) "Employ" means to engage, suffer or permit to work.

(3) "Employee" means any minor employed by an employer.

(4) "Employer" means any person, association, partnership, private or public corporation who employs or exercises control over the wages, hours or working conditions of a minor.

(5) "Division" means Division of Women and Minors of the Department of Labor and Industries.

WAC 296-125-020 FILING OF APPLICATION. Whenever a work permit is required, the employer shall file an application for name with the division or its authorized agent. This application shall include the following information:

(1) Proof of age by birth certificate, baptismal certificate, Bible record, or insurance policy at least one year old indicating birth date.

(2) Personal data:

(a) Name

(b) Age

(c) Sex

(d) School attendance; grade, hours per day, grade completed.

(3) Job offer signed by employer.

(4) Description of type of employment:

(a) Full or part time

(b) During or outside of school hours or immediately preceding school days.

(c) School vacation only.

(d) Exact job description.

(5) Conditions of employment:

(a) Wages per hour

(b) Specific hours of work

(c) Specific lunch period.

(6) Type of business in which employed:

(a) Name of firm and address

(b) Nature of business

(c) Location

(d) Under Fair Labor Standards Act

(e) Service of intoxicating beverages.

(7) Parental permission by signature.

(8) School authority's signature including statement of school hours required when:

(a) School is in session.

WAC 296-125-025 CONDITIONS GOVERNING ISSUANCE OF PERMITS.

(1) Certification of proof of age by division.

(2) Minimum wages. The minimum hourly wage paid to the minor worker shall be no less than that required by statute or by the obligatory order of the Industrial Welfare Committee for the industry in which the minor is to be employed or by provision of the Federal Fair Labor Standards Act, whichever is higher, except that a lesser rate may be authorized, after satisfactory showing, by the Industrial Welfare Committee for employment of minors determined handicapped. If a question arises concerning the minimum wage, the Supervisor of Women and Minors, upon investigation and review, shall determine whether or not the wage is suitable.

(3) Hours: The following standards apply unless otherwise provided in a specific industrial welfare order:

(a) No minor shall be employed more than five hours without a meal period, on the employee's time, of at least thirty minutes.

(b) There shall be a rest period on the employer's time of ten minutes in every four-hour period of employment.

(c) Minors 14 and 15 years of age shall not be employed more than eight hours in any one day or five days in any one week. In computing the hours, one-half the total attendance hours in school shall be included. When school is not in session, said minors shall not be employed more than forty hours in any one week.

(d) Minors 16 and 17 years of age shall not be employed more than eight hours in any one day or five days in any one week, except in seasonal industries or in case of emergency.

(e) Minors 14 and 15 years of age shall not be permitted to work after the hours of 7:00 p.m. or before 7:00 a.m. unless such employment is specifically

authorized by the terms of this order by the Industrial Welfare Committee of the State Department of Labor and Industries, or its duly designated agent for the issuance of such permit.

(f) Minors 16 and 17 years of age attending school may be employed after 7:00 p.m. for such hours not exceeding eight hours in any one day, and in such employments, as shall be specifically authorized in the individual permits issued to each minor, when upon investigation by the Supervisor of Women and Minors in Industry the conditions of employment are found not detrimental to the welfare of the minors or their school program. Such permits shall not be issued to girls unless satisfactory assurance is given the Industrial Welfare Committee of the State Department of Labor and Industries or its authorized agent that such minors are to be safely conveyed to their homes.

(g) No minor shall be employed on consecutive nights preceding a school day except where it is shown upon investigation that such consecutive night work is not detrimental to successful school achievement.

WAC 296-125-030 PROHIBITED AND HAZARDOUS OCCUPATIONS. Unless provided otherwise by an industrial welfare order:

(1) No minor shall be employed in any occupation listed below:

(a) In any occupation which requires the sale or service of intoxicating beverages.

(b) As driver or helper on state licensed motor vehicles in traffic congested areas unless a bona fide driver training course has been satisfactorily completed.

(c) In operating, tending or in dangerous proximity to dangerous power-driven machinery unless it is shown to the satisfaction of the Industrial Welfare Committee that adequate vocational training has been completed by the minor.

(d) To give signals to engineers in logging operations, or to receive or forward signals.

(e) As an engineer, or within dangerous proximity to any cables, rigging or hazardous machinery.

(f) Any occupation where a labor dispute exists which, in the judgment of the Supervisor of Women and Minors in Industry, subjects minors to any unusual hazard.

(g) Operation of machinery by minors under age 16 in connection with processing and manufacturing plants.

(h) Any occupation prohibited by specific industrial welfare order, or which the Industrial Welfare Committee shall upon due notice and hearing find and by order declare to be particularly hazardous for the employment of minors or detrimental to their health and morals.

(i) Any occupation subject to and prohibited by the Child Labor Provisions of the federal Fair Labor Standards Act.

(2) No minor shall be employed in any occupation listed below unless satisfactory assurance is given the Supervisor of Women and Minors in Industry that such employment is not particularly hazardous or detrimental to the minor.

(a) In service occupations past 8:00 p.m., unless under the supervision of a responsible adult.

(b) In a nursing home if under age 16.

(c) In nursing occupations unless a minor is a student of a bona fide nursing occupation training program or has successfully completed such a program.

(d) A maid in a motel

(e) In any mortuary occupation, including driving or helping on ambulance calls.

(f) A shaker in a laundry, except on hand towels, handkerchiefs, napkins and similar small articles.

(g) A canvasser or peddler from house to house.

(h) An elevator operator past 8:00 p.m.
(i) A hotel bell-hop.
(j) A cabaret performer.
(k) In shooting galleries, penny arcades.
(3) Where the minor is employed in work subject to both state and federal regulations, the higher standard shall prevail.

WAC 296-125-040 ISSUANCE OF PERMIT. If the conditions outlined in WAC 296-125-025 and 296-125-030 have been met, the permit shall be issued.
(1) The permit shall be sent to the employer for retention in his files until the minor's employment is terminated or the minor becomes age 18, at which time the employer shall return the permit to the division.
(2) The proof of age submitted by the minor shall be returned to the minor.

WAC 296-125-045 DENIAL OF PERMIT. If the conditions required for issuance are not satisfactory, the permit shall be denied and a letter stating the reasons for denial shall be sent to the employer, a copy of which shall be sent to the minor.

WAC 296-125-050 RECORDS. Records showing the name of minors employed, dates of employment, wages paid and the hours worked by them, shall be kept by the employer and available for inspection by the representatives of the Industrial Welfare Committee of the State Department of Labor and Industries at all reasonable times.

WAC 296-125-055 REVOCATION OF PERMITS. The Industrial Welfare Committee or its authorized agent may revoke the permit upon a showing that the conditions of its issuance are not being met, or that other conditions, detrimental to the health, welfare or morals of the minor, are existent.

S. F. No. 7509—OS—(Rev. 2-71).

APPENDIX F

STATE OF WASHINGTON

DEPARTMENT OF LABOR AND INDUSTRIES

WOMEN AND MINORS DIVISION

General Administration Building, Olympia 98501

MINOR'S APPLICATION FOR EMPLOYMENT PERMIT

Please See Instructions on Reverse Side

Part Time Employment.. ☐
Full Time Employment.. ☐
Outside of School Hours ☐
School Vacation Only... ☐

← One of these must be checked

Date.....

Name..... Age..... Sex.....
(Please print)

Address..... City..... Zip.....

Are you attending school now?..... How many hours per day?..... Grade completed.....

School now attending..... Location.....

Is this your first permit? (If 'yes', proof of age must be presented with application.)

Birthplace: City..... State..... Zip.....

Date of Birth..... .....
(Signature of applicant)

(TO BE FILLED IN BY PARENT OR GUARDIAN)

I am willing for my child to be employed at the occupation, and under the conditions stated below.

.....
(Signature of Parent or Guardian) (Address) (City) (State) (Zip)

APPROVAL OF SCHOOL MUST BE SECURED IF WORK IS TO BE PERFORMED ON DAYS WHEN SCHOOL IS IN SESSION OR ON DAYS IMMEDIATELY PRECEDING DAYS WHEN SCHOOL IS IN SESSION)

The hours of employment stated below meet the requirements of school attendance regulations and are hereby approved. The minor will attend school as follows:.....

.....

.....
(Approved by Superintendent, Attendance Officer or other school authority)

(TO BE FILLED IN BY PROSPECTIVE EMPLOYER)

Minor will be employed to do.....
(Indicate exact kind of work to be done)

.....

at a wage of $..... per hour. Work will be performed..... days per week (not to exceed 6 days)

Hours from ..... (A.M. P.M.) to ..... (A.M. P.M.) ..... Minutes for Lunch
(please indicate A.M. or P.M.)

Type of business .....
(If manufacturing state principal products)

Premises located at .....
(Street) (City)

Does this business come under the Federal Fair Labor Standards Act? .....
(Yes or No)

Are intoxicating beverages served on your premises? ..... Will hazardous machinery be used? .....
(Yes or No) (Yes or No)

Firm name..... Phone .....

Address .....
(Street) (City) (Zip)

By..... .....
(Signature of employer) (Official title)

(DO NOT WRITE IN THIS SPACE)

Proof of age..... Permit number.....
(Birth Certificate, etc.)

Checked by ..... Returned: ..... Date permit issued.....
(Department Representative) (Date)

Instructions for Completing Application

You are asking for a permit to work in the State of Washington. Laws are in effect in this State and under the Federal Fair Labor Standards Act which outline the procedure we must follow in order to issue a permit. Time will be saved in issuing your permit, if you will complete your application according to the instructions given below:

FIRST: Be sure that you have read and answered each question in the application correctly and that the application is signed by YOU, your PARENT, and the employer's portion completed in full by your EMPLOYER.

SECOND: If work is to be performed on days when school is in session or on days immediately preceding the days when school is in session, take it to your school superintendent or attendance officer for approval. If you have proof of graduation from high school, such school approval is not required.

THIRD: You are required to submit proof of age. This proof of age must be any one of the following in order of preference:

1. BIRTH CERTIFICATE.
2. BAPTISMAL CERTIFICATE.
3. BIBLE RECORD.
4. INSURANCE POLICY, AT LEAST ONE YEAR OLD.

NOTE: You should have a birth certificate. If you do not already have one, send for one as you will need it many times. In the State of Washington, this certificate may be obtained from the Bureau of Vital Statistics, Olympia, Washington.

FOURTH: Take your application to the nearest local office of the **Department of Labor and Industries** for approval and issuance, or mail it directly to Department of Labor and Industries, Women and Minors Division, General Administration Building, Olympia, Washington 98501.

The permit will be mailed directly to your employer and the proof of age will be returned to you.

Branch Offices of the Department of Labor and Industries Are Located:

ABERDEEN: 403 W. Wishkah, P. O. Box 66
BELLINGHAM: 212 Grand Avenue
BREMERTON: Suite 411, Great Northwest Savings Bldg., 5th and Pacific
EPHRATA: 121 1st St., S.W., P. O. Box 395
EVERETT: Eastmont Plaza, P. O. Box 67
KENNEWICK: 209 North Dennis, P. O. Box 6126
LONGVIEW: 1418 15th Ave., P. O. Box 578
MT. VERNON: Minor Bldg., 416 Main, P. O. Box 189
OLYMPIA: General Administration Building
PORT ANGELES: 405 East 8th Street
SEATTLE: 300 W. Harrison
SPOKANE: 103 E. Indiana Avenue
TACOMA: 1305 Tacoma Avenue South
VANCOUVER: 1408 Franklin Street
WENATCHEE: 1139 Princeton, P. O. Box 597
YAKIMA: 1011 So. 3rd St., P. O. Box 527

APPENDIX G

Industrial Welfare Orders for Women and Minors, State of Washington

Order No.	Title
1-71	Mercantile
2-62	Manufacturing Industry and General Working Conditions
3-62	Laundry, Dry-Cleaning and Dye Works Industry
4-62	Personal Service Industry
5-62	Food Processing Industry
6-62	Fresh Fruit and Vegetable Packing Industry
7-62	Theatrical Amusement and Recreation Industry
8-62	General Amusement and Recreation Industry
9-71	Public Housekeeping
10-68	Health Care Industry
11-63	Counselor Staff Occupations in Organized Seasonal Recreational Camps
12-63	Telephone and Telegraph Industry
13-63	Office Workers

For further information and copies of any of the above, contact:

Divison of Industrial Relations
Department of Labor and Industries
State of Washington
General Administration Building
Olympia, Washington 98504

APPENDIX H

DEPARTMENT OF LABOR AND INDUSTRIES

Industrial Welfare Committee

Of The

State of Washington

Industrial Welfare Order No. 13-63, Effective October 14, 1963

OFFICE WORKERS--WOMEN AND MINORS

Dated August 15, 1963, Olympia, Washington

TO WHOM IT MAY CONCERN:

TAKE NOTICE: That pursuant to and by virtue of authority vested in it by Chapter 49.12 RCW and after notice of conference having been duly given and held in the manner provided by law, the Industrial Welfare Committee, after consideration of evidence and recommendations of the Conference, found and concluded that Minimum Wage Order No. 43, enacted by the Industrial Welfare Committee on December 29, 1948, and effective April 1, 1949, should be altered and revised:

NOW, THEREFORE, the Industrial Welfare Committee of the State of Washington does hereby alter and revise Minimum Wage Order No. 43 as follows:

APPLICABILITY

This occupational Order shall apply to all women and minors employed in office worker occupations and similar occupations as herein defined unless such operation is performed in an industry, business, or establishment specifically covered by another order of the Committee, or in the employ of an interstate common carrier subject to Federal regulations covering the same persons and matters.

DEFINITIONS

(1) The term OFFICE WORKER shall include, but not be limited to: accountants; accounting clerks; appraisers; board markers; bookkeepers; canvassers; cashiers; checkroom attendants; checkers; circulation clerks; claims adjustors; clerks; collectors; compilers; computers; demonstrators; instructors; interviewers; investigative shoppers; librarians and their assistants; messengers; office machine operators; PBX and office telephone operators; physicians' and dentists' assistants; secretaries; social workers; statisticians; stenographers; telephone solicitors; tellers; ticket agents; tracers; typists; and other related or similar occupations.

(2) EMPLOY means to engage, suffer or permit to work.

(3) EMPLOYEE means any woman or minor employed by an employer.

(4) EMPLOYER means any person, association, partnership, private or public corporation who employs or exercises control over wages, hours, or working conditions of a woman or minor.

(5) WOMAN shall mean all persons of the female sex eighteen (18) years of age or above.

(6) MINOR shall mean any person, male or female, under the age of eighteen (18) years.

(7) HOURS WORKED shall be considered to mean all hours during which the employee is required to be on duty or on the employer's premises or at a prescribed workplace.

MINIMUM WAGES

Every employer shall pay wages of not less than $1.25* an hour to each woman and minor employee for all hours worked whether computed on an hourly, commission, piece work or other basis, except that this provision shall not apply to apprentices duly registered under a bona fide apprenticeship program approved by the State Apprenticeship Council, nor will it apply to learners or handicapped workers for whom special certificates have been issued by the Department of Labor and Industries.

HOURS

Workday

No employee shall be required to work more than 8 hours in any work day.

Workweek

No employee shall be required to work more than 6 days in any one workweek.

Meal Period

There shall be a meal period of not less than thirty (30) minutes in every regularly scheduled full-time shift on the employee's own time. Where it is impractical for the employee to be completely relieved of duty, such meal period shall be taken on the employer's time. No employee shall be required to work more than five (5) consecutive hours without a meal period.

Rest Period

Every employer shall authorize and permit all employees to take rest periods which, insofar as practicable, shall be in the middle of each work period. The authorized rest period time shall be based on the total hours worked daily at the rate of ten (10) minutes per four (4) hours or major fraction thereof. However, a rest period need not be authorized for employees whose total daily work time is less than three (3) hours. Authorized rest period time shall be counted as hours worked for which there is no deduction from wages.

WORKING CONDITIONS

(1) All places where women and minors are employed shall be maintained in a clean, sanitary and healthful condition in accordance with such standards and requirements as may be established by reasonable regulations of the Department of Labor and Industries.

(2) Lighting. Every room in which women and minors are employed shall be supplied with adequate natural or artificial light and standards shall conform with the General Safety Standards of the Department of Labor and Industries.

(3) Ventilation and Temperature. Each room in which women and minors are employed shall be properly heated and ventilated.

(4) Floors. Rooms, hallways, and stairs used by women and minor employees shall be provided with smooth, tight floors, which shall be kept in a sanitary and safe condition.

(5) Toilet Facilities. Toilet rooms, with a sufficient number of toilet bowls, properly separated, and isolated to insure privacy, shall be provided. These rooms shall be maintained in a sanitary condition, adequately lighted, heated and ventilated; also provided with adequate disposal container. A sufficient number of wash bowls or sink space shall be located within the toilet room or adjacent to the toilet room. Any wash bowls or sinks not so located shall be installed in an approved location. Sufficient soap, hot and cold running water, and either individual or paper towels shall be provided.

(6) Clothing Space. Employers shall provide for adequate facilities for keeping and protecting employees' outer clothing during working hours, and for their work clothes during non-working hours. When the occupation requires

*December, 1972, $1.65

a change of clothing, a suitable space adequately heated shall be provided where female employees may make such change in privacy.

(7) (a) Rest Room. A suitable restroom properly ventilated and heated, with a cot or couch shall be provided for female employees.

(b) Lunch Room. Adequate facilities for eating lunch shall be made available.

(8) Lifting. No woman or minor shall be permitted to lift or carry an excessive weight.

(9) Seats. Suitable seats shall be provided for all female employees. When the nature of the work requires standing, an adequate number of said seats shall be placed adjacent to the work area and employees shall be permitted to use such seats when not engaged in the active duties of their employment, or when use does not interfere with the discharge of their duties.

(10) Where less than ten (10) women are regularly employed, the Supervisor of Women and Minors in Industry, upon application and showing, may permit a modified compliance with the foregoing sections or any part of the same relative to working conditions.

(11) Maternity. No female shall knowingly be employed for a period of four (4) months before anticipated date of confinement for pregnancy, or six weeks thereafter, unless a certificate is on file with the employer from the employee's physician stating her health will not be impaired by such employment to a specified time. Such certificate shall be available for inspection by the Supervisor of Women and Minors upon request.

UNIFORMS AND EQUIPMENT

(1) No employee shall be required to contribute directly or indirectly for the purchase or maintenance of tools, equipment, or uniforms; nor for the laundering and cleaning of uniforms. The term "Uniform" includes wearing apparel and accessories of distinctive design or color, but not suitable for general wear, required by the employer to be worn by the employee as a condition of employment.

(2) When protective garments, such as gloves, boots, or aprons, are necessary to safeguard the health or prevent injury to an employee, such garments shall be provided and paid for by the employer.

DEDUCTIONS

No employer shall make any deduction from the wage of the employee for any cash shortages, breakage, or loss of equipment, notwithstanding any contract or arrangement to the contrary.

MINOR WORK PERMITS

No minor shall be employed in any occupation covered by this Order unless the employer shall have on file during the period of employment an unexpired work certificate or permit issued by the Industrial Welfare Committee of the State Department of Labor and Industries or its duly designated agent for the issuance of such permit. Such permit will not be issued except upon presentation of such evidence of age as is required by the Industrial Welfare Committee. Minors shall not be employed in occupations nor during hours prohibited by the Industrial Welfare Committee regulations governing the issuance of Minor Work Permits.

STATEMENTS FURNISHED

Every employer shall furnish to each employee at the time of payment of wages an itemized statement of gross wages and all deductions for that pay period.

RECORDS

Records showing the names of women and minors employed, dates of employment, wages paid, and the hours worked by them, shall be kept by the employer for a period of at least three years, and available for inspection by the representatives of the Industrial Welfare Committee of the State Department of Labor and Industries at all reasonable times.

POSTING OF ORDER

The employer shall keep posted a copy of this Order in all establishments where women and minors are employed.

SEPARABILITY

If the application of any provisions of this Order, or any section, subsection, subdivision, sentence, clause, phrase, word or portion of this Order shall be held invalid or unconstitutional, the remaining provisions thereof shall not be affected thereby, but shall continue to be given full force and effect as if the part so held invalid or unconstitutional had not been included herein.

PENALTIES

The Supervisor of Women and Minors shall investigate the complaint of any individual alleging that this Order has been violated. Any person, employing a woman or minor in violation of this Order shall, upon conviction thereof, be punished in accordance with RCW 49.12.170 which states as follows: "Any person employing a woman or minor for whom a minimum wage or standard conditions of labor have been specified, at less than the minimum wage, or under conditions of labor prohibited by the order of the committee; or violating any other provision of this chapter shall be guilty of a misdemeanor, and shall, upon conviction thereof, be punished by a fine of not less than twenty-five dollars nor more than one hundred dollars."

EFFECTIVE DATE

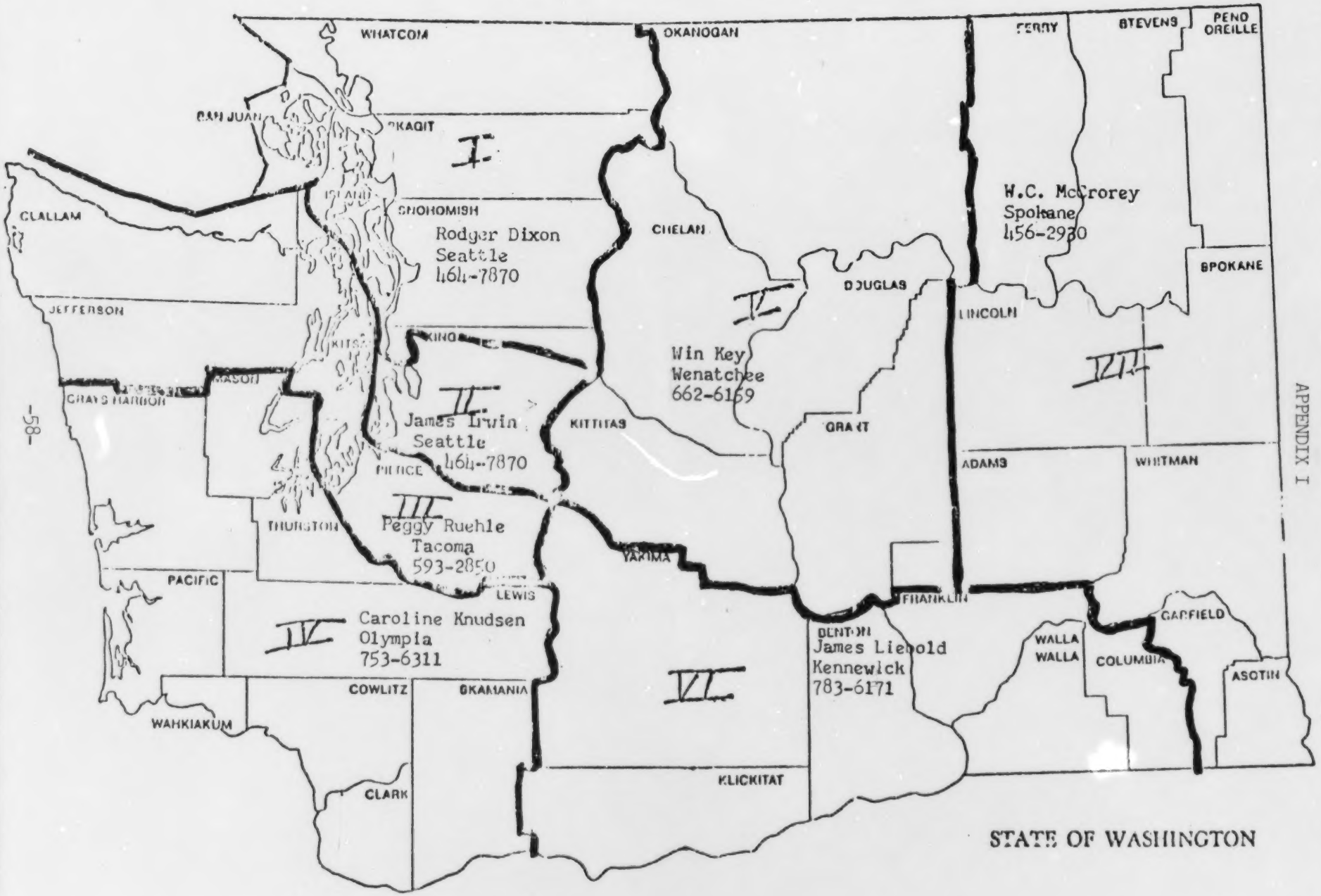
Minimum Wage Order No. 43 enacted December 29, 1948, and effective April 1, 1949, is hereby rescinded effective the date this Order No. 13-63 becomes effective, to wit: October 14, 1963.

Enacted this 15th Day of August, 1963.

INDUSTRIAL WELFARE COMMITTEE FOR
THE STATE OF WASHINGTON

DEPARTMENT OF LABOR AND INDUSTRIES
Liason Industrial Relations Agents with
School Work Experience Programs

March 1972



APPENDIX I

APPENDIX J

ANSWERS TO SOME COMMON QUESTIONS ON THE EMPLOYMENT OF MINORS

--WHAT IS REQUIRED IN HIRING A MINOR?

Minors are hired in the same way adults are hired--with the additional requirement that the employer must obtain a minor work permit for each employee under age 18. Any minor employee under age 14 must be covered by a written permit from the superior court judge in the county of the minor's residence.

--WHY ARE MINOR WORK PERMITS REQUIRED?

Work permits protect the minor from:
- --hazardous occupations,
- --late and excessive hours,
- --less than minimum wages,
- --morally objectionable employment.

Work permits provide the employer with:
- --lowered accident potential,
- --guidelines on minimum wages for minors,
- --assurance of the legality of minor employee's duties.

--WHAT JOBS ARE PROHIBITED TO MINORS?

No minor may work at an occupation which requires him to:
- --sell or serve intoxicating beverages,
- --drive or help on a motor vehicle in areas where traffic is congested (unless the minor has had driver training),
- --operate, tend or work near dangerous power-driven machinery (unless specifically approved due to vocational training),
- --work in logging operations, sawmills, mines, heavy construction, explosives, slaughtering and meat packing, demolition and excavating operations,

Minors under age 16 may not be employed in the following occupations if the employer is covered by the Fair Labor Standards Act:

- --manufacturing and food processing,
- --warehouse, storage, communications or construction (but may do off-site office or sales work),
- --work in or about a boiler or engine room, maintenance or repair of machines or equipment, outside window washing off the ground, all work on ladders or scaffolds, operating, setting up or cleaning food slicers, grinders, choppers, cutters or mixers.

--WHAT'S LEFT FOR MINORS TO DO?

Unless prohibited as above, minors may be employed at the occupations listed as examples below, plus many, many more types of work too numerous to list here:

Clerks, cashiers, checkers, box-boys, stockmen, office workers, child care attendants, ground maintenance personnel, service station attendants, salesmen, demonstrators, janitors, kitchen workers, waitresses, curb service workers, price markers, and so on.

—WHAT ABOUT INSURANCE COVERAGE?

As with adult employees, minors must be included under the State's industrial insurance coverage if applicable. There is no difference in procedure--except that minor work permits are required.

—HOW DO I OBTAIN A MINOR WORK PERMIT?

Permits may be obtained from any office of the Department of Labor and Industries. A permit application form carries a listing of these offices on the back. Instructions for completing the form are also on the back of the application.

An application must be completed and signed by the employer and his minor employee. One parent of the minor must also sign. If the work is to be performed during the school year, approval must also be obtained from school authorities.

Two hints to avoid common misunderstandings:

1. You are to describe the duties of the minor--not merely name his job.
2. The minor employee should remember to bring proof of age to the Labor and Industries office if applying for his first permit in this state.

--WHERE CAN I GET FURTHER INFORMATION AND MORE APPLICATION FORMS?

It is impossible to include every detail on minor work permits in a brief outline such as this. Additional information on Washington State laws may be obtained at any office of the Washington State Department of Labor and Industries, or at its headquarters in the General Administration Building, Olympia, Washington 98501. (Telephone: 753-6311).

Information on federal law and the Fair Labor Standards Act may be obtained from the Wage and Hours Division of the U.S. Department of Labor, 1821 Smith Tower, Seattle, Washington 98104. (Telephone: 583-4482).

(Prepared by Washington State Department of Labor and Industries, Industrial Relations Division).

EXHIBITS

EXHIBIT A

BUSINESS CARD FOR TEACHER-COORDINATOR

Cooperative Business and Office
Occupational Education

NAME
Teacher-Coordinator

School Name
Address
Telephone

Home Res.
Telephone

STUDENT INTRODUCTION CARD

A student-trainee can be introduced to a prospective employer by affixing the following information on the back side of the teacher-coordinator's business card. A rubber stamp is ideal....

This will introduce

_____

for Possible Employment

_____ _____

Date Coordinator

STUDENT PERMIT TO LEAVE SCHOOL

The following information can be affixed to the teacher-coordinator's business card which then serves as a permit to leave school.

197__-7__

_____

is permitted to leave school
at _____.

_____

Coordinator

COOPERATIVE BUSINESS AND OFFICE
OCCUPATIONAL EDUCATION

ADVISORY COMMITTEE MEMBER

THIS IS TO CERTIFY THAT

Cooperative Business and Office Occupational Education

is a member of

the [redacted] Advisory Committee for the current school year 19 -19

Cooperative Business and Office Occupational Education

[redacted] is an instructional plan which combines learning experiences gained through regularly scheduled employment in the community and vocationally oriented in-school instruction. The employing community serves as a laboratory where students have an opportunity to apply the principles and practices they have learned in school in the changing world of work.

In order to provide a desirable environment for this program, an advisory committee, composed of recognized business leaders, has been established to offer constructive advice on matters involving promotion, organization, policies, instruction and general operation.

As a committee member, the above named person will provide invaluable service to the public schools of this community.

This certificate is issued by the public schools.

Teacher-Coordinator

Superintendent of Schools

Adapted from materials prepared by Division of Vocational and Technical Education, State of Illinois

EXHIBIT B

Certificate of Appreciation

BUSINESS AND OFFICE OCCUPATIONAL

COOPERATIVE EDUCATION PROGRAM

Awarded To

_____

for cooperating as a training station

in the above Program, 19___-19___

_____ _____

Student Superintendent

_____ _____

Coordinator Principal

© OOES 740

Adapted from materials prepared by Division of Vocational and Technical Education, State of Illinois

SAMPLE FORM

COOPERATIVE BUSINESS AND OFFICE OCCUPATIONAL EDUCATION
SUMMARY OF TRAINING HOURS, WAGES, TAXES & SOCIAL SECURITY PAYMENTS

Semester_____

Student-trainee_____ Training Station_____
Last Name First Initial

Week	Week Ending	Hours This Week	Total Hours	Gross Wages This Week	Total Gross Wages	End of Month Wages Total	Federal With-holding Tax	FICA	Gross Paid
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22									
23									
24									

TOTALS---Hours Worked_____ Wages_____ Withholding_____ Soc. Sec. (FICA)_____

EXHIBIT C

EXHIBIT D

1775 East Tinpan Alley
Snowflake, Washington 99762
June 25, 1972

Mr. Frank Frieze
1207 North Deadend Avenue
Snowflake, Washington 99762

Dear Mr. Frieze:

The Pelican Lake school district is presently investigating the feasibility of establishing cooperative business and office occupational education programs as part of the high school and post-secondary curriculum.

The purpose of the Cooperative Business and Office Occupational Education Program is to help young people make the transition between school life and their working life by blending meaningful employment experiences with related in-school classroom instruction.

A program of this nature requires the active support of the businessman in our community. Your school district is conducting a survey to determine the number of businessmen who would be willing to participate in such a program. Will you please fill out the enclosed questionnaire and return it to me as soon as possible? We have enclosed a self-addressed stamped envelope for your convenience.

Sincerely yours,

Jack J. Jones
Superintendent of Schools

Pee Wee Little
Chairman, Advisory Committee

kl

Enclosure:

EXHIBIT E

Pelican Lake School District
Snowflake, Washington 99762

COOPERATIVE BUSINESS AND OFFICE OCCUPATIONAL EDUCATION

1. Name of Firm _____

2. Address _____ Phone _____

3. Name of Owner or Manager _____

4. Name of Person Interviewed _____

5. Type of Business _____

6. Does your firm have difficulty in obtaining trained office personnel? Yes____No____

7. Has Cooperative Business and Office Occupational Education been explained to you and do you understand the program? Yes____No____

8. Does your firm use high school students as part-time employees? Yes____No____

9. If Yes, please state number of: Male_____Female_____.

10. Does your firm use post-secondary students part-time? Yes____No____

11. If Yes, please state number of: Male_____Female_____

12. What means do you use to find new regular and part-time employees?

_____Private Employment Agencies
_____Washington State Employment Service
_____Recommendations of Friends or Other Businessmen
_____Relatives of Present Employees
_____Applications Received from Individuals who come in off the street

13. How many additional employees or replacements do you estimate you will need in the next year? No._____

14. In which job categories will these employees be needed? _____

_____

15. What is the greatest reason for employees leaving employment with your firm?

_____

_____

16. Would your firm be willing to provide employment for cooperative business and office occupational education students on a part-time basis? Yes____No____

Date _____ Signed _____

EXHIBIT F

EXAMPLE OF AN INVITATION TO A LOCAL CITIZEN TO SERVE ON A COOPERATIVE BUSINESS AND OFFICE OCCUPATIONAL EDUCATION ADVISORY COMMITTEE

Sample Letter from School Superintendent to Committee Member

Dear :

We are pleased that the Board of Education of _____ high school has assigned us the responsibility of helping in the selection of an advisory committee to give guidance and direction to the cooperative business and office occupational education program.

It is our belief that successful leaders who have demonstrated a sincere and dedicated interest in the business and civic community, as well as in the development of our young people, are the individuals to be selected to serve on the advisory committee.

On behalf of the Board of Education, I am writing to ask you to serve as a member of the Cooperative Business and Office Occupational Education Advisory Committee for a period of two years beginning September 1, 197_.

The Board, assisted by the steering committee and school leaders, has nominated____persons to advise us.

We hope that you will be willing to serve. The advisory committee includes representatives of both the school and business community. The main function is to assist in planning, developing, and implementing the cooperative business and office occupational education program.

Although there is no remuneration, we trust you will derive a good deal of satisfaction from assisting two or four times a year in an educational program designed to help build our boys and girls into skillful, useful, employable citizens.

We would like to hold our first meeting at ____p.m. on _____, _____, and would like for you to be our guest for dinner at _____. After dinner we will adjourn for orientation, discussion, and a tour of the school facilities.

We are enclosing a stamped, self-addressed reply card which we shall look forward to your signing and returning as your acceptance of the appointment. Please check the blank regarding dinner reservations.

Sincerely yours,

John J. Doe
Superintendent

Enclosure

Note: A reply card should be constructed and enclosed with the letter.

EXHIBIT G

SUGGESTED PROMOTIONAL ACTIVITIES FOR VARIOUS FUNCTIONS*

	STUDENTS	PARENTS	PROFESSIONAL PEOPLE	GENERAL PUBLIC	ADMIN. & STAFF
ORGANIZATION	xxx 1,2,3, 4,5,6,7	xxx 1,2, 3,4,5,6,7	xxx 1,2,3, 4,5,6,7	xxx 1,2, 3,4,5,6,7	xxx 1,2, 3,4,5,6,7
CAREER DAY	xxx 1,3,4,5,6,7	x 4,5	x 3,4,5,7	x 5	x 1,3,4,5,6,7
CIVIC & FRATERNAL MEETINGS			x 2,4,5,7	xxx 2,4,5,7	x 5,7
CLUB FUND RAISING PROJECTS	xxx 5,6	x 5	5	xxx 4,5	
EMPLOYER-EMPLOYEE BANQUET	xx 3,5,7	x 5	xxx 3,5,7	xx 5,7	xx 3,5,7
FAIRS	x 2,3,4,5		x 1,2,3,4,5	xxx 1,2,3,4,5	x 1,2,3,5
GUEST SPEAKERS	xxx 5,7		x 5,7		x 5,7
NATIONAL EDUCATION WEEK	x 6		x 3,5,6	xxx 3,4,5,6	xxx 1,3,4,5,6
OPEN HOUSE	x 7	xx 3,6	xx 3,4	xxx 1,3,4,6	1,3,6
PARADES	x 5			xxx 1	
PARENTS NIGHT	xx 1,6,7	xxx 3,4,6,7	x 7		x 3,5,6,7
P.T.A. MEETINGS	x 1,6,7			xxx 3,4,5,7	x 5,7
PROFESSIONAL MEETINGS, CONVENTIONS & PROJECTS	xx 5,7	5	xxx 1,2,3 4,5,6,7	x 5,7	x 5,7
PROFESSIONAL OR COMMUNITY STUDIES	x 5	x 5	xx 1,5	xx 1,5	x 5
CLUB PICNIC--members, alumni and prospective members at year end	xxx 5		x		
CLUB ACTIVITIES	xxx 5,7	xx 5	xx 5	xx 5	x 5
VOCATIONAL EDUCATION WEEK	xxx 3,4,5,6	x 4,5,6	xx 5,6	xxx 3,5,6	x 1,4,5,6
PUBLIC SERVICE PROJECTS	x 5	x 5	x	xxx 1,5	x 5

NOTE: Activities are listed repeatedly for some functions because of their importance as a public relations for that public.

* Adapted from materials prepared by the Superintendent of Public Instruction, Helena, Montana

Code for Suggested Activities:
1. Assistance
2. Demonstrations
3. Displays
4. Literature
5. News Media
6. Poster, billboards
7. Speakers

Order of Importance of Public Relations Directed Function:
xxx - Major significance
xx - Significant
x - Minor significance

EXHIBIT H

COOPERATIVE BUSINESS AND OFFICE OCCUPATIONAL EDUCATION

Personal Data Sheet and Application Form *

Date_____

Name_____ Present Address_____
(print) Last First Middle Phone_____

Do you live with your parents?____If not, with whom?_____

Age____Birthday_____Height____Weight____Male____Female_____

Check class you will be next year: Soph_____Junior_____Senior_____

Father and Mother are: Living together____Apart____Separated_____ Father deceased_____Mother deceased_____Father remarried_____Mother remarried_____

How long have you lived in_____?_____

How many brothers? (ages)_____

How many sisters? (ages)_____

Your responsibilities at home_____

Musical instruments you play_____Father's name_____

_____Occupation_____ Age_____

Mother's Name_____Occupation_____

Age_____Is it necessary for you to work?_____Why?_____

_____Give details of any illness, accidents, or operations within last 5 years_____

Describe briefly any defects in sight, hearing, speech, or other physical impairment._____

_____To What school organizations do you belong?

_____What are your favorite sports, and how do you spend "off work" hours?_____

SCHOOL TRAINING:

A. List all courses you have taken in school and the grade you received:

Freshman Year:	Sophomore Year:	Junior Year:
1._____	1._____	1._____
2._____	2._____	2._____
3._____	3._____	3._____
4._____	4._____	4._____
5._____	5._____	5._____

SCHOOL TRAINING (Cont.)

B. What has been your major course of study?_____

C. What have been your favorite subjects?_____

List Present Class Schedule:

Courses	Teacher	Room No.

PAST WORK EXPERIENCE:

List below the places where you have worked in the past.

	Type of Work	Name of Firm	Employer	Dates Empl.
1.				
2.				
3.				
4.				

NAMES OF SCHOOLS ATTENDED:

1._____ 3._____

2._____ 4._____

ATTENDANCE RECORD:

Has your attendance been: excellent____good____fair____poor____

FUTURE PLANS:

Further Education_____ _____Marriage_____Career plans_____

List your choice as to the kind of training you want for next year:

1st choice_____2nd choice_____

Do you have your parent's permission to enroll in this program?_____Will you have transportation?____Are you now working?____If yes, where?_____

_____Type of work?_____

STUDENT DO NOT FILL IN THE BLANKS BELOW:

SCHOOL RECORDS: Absences_____Tardies_____IQ_____

Grade Average_____Best Grade in_____

Remarks:_____

*Adapted from materials prepared by Bureau of Vocational and Continuing Education, Pennsylvania Department of Education, 1971

EXHIBIT I

ONE EXAMPLE OF A STUDENT-PARENT-SCHOOL AGREEMENT FORM *

The _____ program in Cooperative Business and Office Occupational Education is planned to develop a student academically, economically, and socially. To meet the goal, there are responsibilities the student must realize and he must agree to cooperate in carrying them out to the fullest extent. As a participant in the program, are you willing to assume these responsibilities in the program?

1. To realize that I am under the jurisdiction of the school throughout the school day.

2. To know that the Coordinator is the recognized authority for making adjustments or changes in the training on the job.

3. To know that it is my responsibility throughout the year to be well-dressed and groomed both in school and on the job.

4. To carry out my training on the job in such a manner that I will reflect credit upon myself and upon the Cooperative Business and Office Occupational Education program.

5. To perform all my duties in a commendable manner and perform related study assignments with earnestness and sincerity.

6. To work toward the group and individual achievement goals.

7. To be regular in attendance in school and on the job. (This includes days on the job when school is not in session such as: teachers' meeting, Christmas vacations, etc.)

8. To be on time at school and on the job.

9. To notify my employer as soon as I know that I will be absent from work on that day.

10. If I am absent from school I must also be absent from work on that day.

11. To notify the coordinator as early in the day as possible on days that I am absent from school.

12. To know that if I use a car as transportation to and from my work, I will observe all traffic regulations and school policies with extreme care. Any infraction of the traffic laws may be sufficient cause to terminate the use of my car in connection with Cooperative Business and Office Occupational Education program.

13. To conduct myself in a satisfactory manner, both on the job and in the classroom, or my training may be discontinued and I may be removed from the program.

14. To know that if I am removed from the program due to failure either in the class instruction or work experience that I will receive a failing grade for the program and will lose all credits.

*Adapted from materials prepared by Superintendent of Public Instruction, State of Indiana.

15. To understand that if I am required to leave school because of any disciplinary reasons, I understand that I cannot report to my training station as this is the same as any other classroom subject in which I am enrolled.

16. To agree to not quit or change jobs without first talking the situation over with my parents and coordinator.

I fully understand the above statements, and I agree to cooperate in carrying them out to the fullest extent.

Date_____ School Year 19___ 19___

Student's Signature_____

Parent's Signature_____

Principal's Signature_____

Coordinator's Signature_____

EXHIBIT J

RATING CHART FOR PROSPECTIVE TRAINING STATION

Occupation _____ Business Firm _____

Address _____ Date _____ 19____

Name of Owner or Manager _____

Trait to be Rated	Poor 1	Fair 2	Good 3	Excellent 4	Superior 5
1. Employer's interest in cooperative business and office occupational education training.	____	____	____	____	____
2. Available training facilities.	____	____	____	____	____
3. Actual work in related occupational area.	____	____	____	____	____
4. Provisions for supervision.	____	____	____	____	____
5. Opportunity for employment after training.	____	____	____	____	____
6. Opportunity for advancement.	____	____	____	____	____
7. Reputation of business.	____	____	____	____	____
8. Pay scale.	____	____	____	____	____
9. Fringe benefits received.	____	____	____	____	____
10. Regularity of part-time employment.	____	____	____	____	____
11. Distance of business from school.	____	____	____	____	____
12. Lack of Hazards.	____	____	____	____	____

Post Interview Notes: _____

_____

_____

_____

_____

_____

EXHIBIT K

School's Name
COOPERATIVE BUSINESS AND OFFICE OCCUPATIONAL
EDUCATION TRAINING AGREEMENT*

1. _____ will be permitted to enter training with
Student's Name

_____ for experience and knowledge related
Firm's Name

_____ located at _____
Occupation Location

The manager is _____ and may be reached by telephone at _____.

2. The student will be working with or closely supervised by _____ (training-station instructor or employer.)

3. The beginning wage to be paid this student is $____ per hour and is in conformance with the wage and hour provision of the Fair Labor Standards Act of 1938 as amended.

4. The employment and training of the student shall be in accordance with all Federal, State and Local Laws and Regulations pertaining to student-trainees in a Cooperative Business and Office Occupational Education Program. The employer agrees to instruct the student-trainee in safety procedures.

5. The student, during the process of training, will have the status of student-trainee.

6. This Cooperative Business and Office Occupational Education Program is designed for the 9-month school year with a minimum of 15 clock hours of work experience per week. However, the student-trainee may be employed during the summer months. The school shall provide one period per school day for generally job related instruction.

7. The student is to receive a variety of experiences in the training station.

8. The coordinator will consult with the employer and the training-station instructor regarding training plans; and evaluation of student's progress. Any complaints will be made to the coordinator and any necessary adjustments will be made through the cooperation of student, parent, coordinator, and employer.

9. The parent or guardian shall be responsible for the conduct and attendance of the student while in training. Prior notice of absence to the employer is expected.

10. The student-trainee will be required to conform to the employer's standards regarding hair, dress and job conduct.

11. This training agreement may be cancelled for sufficient cause at any time provided due notice is given all parties concerned.

_____ _____
Student Parent or Guardian

_____ _____
Employer Coordinator

* Adapted from materials prepared by the University of Northern Colorado.

EXHIBIT L

EXAMPLE OF TRAINING PLAN OR JOB ANALYSIS*

The Cooperative Business and Office Occupational Education Program

A STEP-BY-STEP TRAINING PLAN

for

Student-Learner _____ Birth Date _____

Soc. Sec. No. _____

JOB TITLE CLERK, GENERAL (OFFICE CLERK) OE No. 14.00300

TRAINING STATION Abbott Laboratories, Engineering Department

Address _____

JOB DEFINITION:

Performs any combination of following and similar clerical tasks not requiring knowledge of systems or procedures: Writes or types bills, statements, receipts, checks, or other documents, copying information from one record to another. Proofreads records or forms. Counts, weighs, or measures material. Sorts and files records. Receives money from customers and deposits money in bank. Addresses envelopes by hand or with typewriter or addressograph machine. Stuffs envelopes by hand or with envelope stuffing machine. Answers telephone, conveys messages, and runs errands. Stamps, sorts, and distributes mail. Stamps or numbers forms by hand or machine. Operates office duplicating equipment. (Dictionary of Occupational Titles, 1965. Volume 1, DEFINITION OF TITLES, Third Edition. Page 135)

DESCRIPTION OF TRAINING STATION DUTIES:

1. Getting Acquainted With The Company
2. Getting Along with Others
3. Improving Personal Appearance
4. Developing Good Work Habits
5. Learning to File
6. Handling Telephone Routines
7. Typewriting
8. Operating The Duplicating Equipment
9. Calculating Hours and Gross Wages
10. Following Proper Office Production Techniques
11. Keeping Work Area Clean
12. Following Proper Penmanship Techniques

CAREER OBJECTIVES:

To advance from the position of the Office Clerk to The General Office Clerk--(Administrative). Eventually to be promoted through the Stenographic to the Secretarial classification.

* Adapted from materials prepared by the Superintendent of Public Instruction, State of Indiana

LEARNING EXPERIENCES	TRAINING STATION	SCHOOL INSTRUCTION		Time Schedule
		Group	Individual	
1. Getting Acquainted With The Company:				1st Nine Weeks
a. Learning about Abbott Laboratories and the possibilities for advancement.	X			
b. Understanding employee rules and regulations:				
1. Dress--uniform or regular clothing.	X	X	X	
2. Working hours	X			
3. Payroll routine--payday schedule, checking in and out, disposition of time cards, etc.	X			
4. Discounts on purchases	X			
5. Benefits--lunches, study group, etc.	X			
c. Learning the function of the various departments.	X	X	X	
d. Learning the location of each department.	X		X	
e. Memorizing the names of key personnel.	X		X	
2. Getting Along With Others				1st Nine Weeks
a. Learning to respect the importance of co-workers.	X	X	X	
b. Learning to respect and recognize the worth and ideas of others	X	X	X	
c. Learning to respect the ambitions and career objectives of others.	X	X	X	
d. Learning to carry your share of the work load.	X	X	X	
e. Learning the importance of meeting others half-way	X	X	X	
f. Learning to guard confidential information.	X	X	X	
g. Learning how to accept and utilize criticism.	X	X	X	

LEARNING EXPERIENCES	TRAINING STATION	SCHOOL INSTRUCTION		Time Schedule
		Group	Individual	
3. Improving Personal Appearance:				1st Nine Weeks
a. Learning to care for nails, hair, face, and teeth.		X	X	
b. Learning to avoid extremes in clothing style.		X	X	
c. Learning to control weight through proper diet and exercise.		X	X	
d. Learning to improve posture by walking and sitting straight.		X	X	
e. Learning to use a deodorant daily and properly.		X	X	
f. Learning to take proper care of clothing, shoes and accessories.		X	X	
g. Learning to select the proper clothes for business wear.		X	X	
4. Developing Good Work Habits:				1st Semester
a. Learning to plan your work to be done.	X	X	X	
b. Learning to save time and steps by proper routing of papers.	X	X	X	
c. Learning to avoid useless and ineffective motions.	X	X	X	
d. Learning that proper timing is important in getting work completed.	X	X	X	
e. Learning to maintain standards of neatness and accuracy in all work.	X	X	X	
5. Learning to File:				1st Semester
a. Learning to file by the alphabetic system.	X	X	X	
b. Learning to check the work order numbers with the department master list.	X			
c. Learning to check the numbers carefully before inserting the orders into the book.	X	X	X	

LEARNING EXPERIENCES	TRAINING STATION	SCHOOL INSTRUCTION		Time Schedule
		Group	Individual	
d. Learning to check for proper authorization.	X	X	X	
e. Learning to route the inventory records to the supply crib	X			
f. Learning to follow through with changes in original work orders.	X			
g. Learning to file time cards numerically.	X	X	X	
6. Handling Telephone Routines:				1st Semester
a. Learning to develop the friendly voice	X	X	X	
b. Learning to follow the office routine for using the telephone.	X	X	X	
c. Learning to forward and receive information over the telephone.	X	X	X	
d. Learning to cover the telephone station for personnel away from their work stations.	X	X	X	
7. Typewriting:				1st Semester
a. Learning to properly arrange unarranged manuscript material in form for printing.	X	X	X	
b. Learning to use the proper publishers proofreading marks.	X	X	X	
c. Learning to plan and to type text materials around pictures, charts, and illustrations.	X	X	X	
d. Learning to develop speed with accuracy in all typewritten work.	X	X	X	
e. Learning to type materials on special forms.	X	X	X	
f. Learning to set up and then to type statistical forms and reports.	X	X	X	

LEARNING EXPERIENCES	TRAINING STATION	SCHOOL INSTRUCTION		Time Schedule
		Group	Individual	
g. Learning to use the proper erasing techniques: SnoPac for all material to be photographed and the eraser stick and pencil for other forms.	X	X	X	
8. Operating The Duplicating Equipment:				1st Semester
a. Liquid Duplicator				
1. Learn the proper techniques for typing masters.	X	X	X	
2. Learn to make corrections.	X	X	X	
3. Learn to neatly cut and rearrange master materials before running.	X	X	X	
4. Learn to properly run materials.	X	X	X	
5. Learn the techniques for storing the machine and materials after running the master.	X	X	X	
6. Learn to file the used masters for future use.	X	X	X	
b. Mimeograph:				2nd Nine Weeks
1. Learn the proper techniques for typing stencils.	X	X	X	
2. Learn to make corrections so they are not detectable.	X	X	X	
3. Learn to run the stencils.	X	X	X	
4. Learn the techniques for storing the machine and materials after running the stencils.	X	X	X	
5. Learn to file the run stencils for future use.	X	X	X	

LEARNING EXPERIENCES	TRAINING STATION	SCHOOL INSTRUCTION		Time Schedule
		Group	Individual	
9. Calculating Hours and Gross Wages:				2nd Semester
a. Learning to arrange and file time cards in numerical order.	X	X	X	
b. Learning to calculate daily total hours--regular and overtime.	X	X	X	
c. Learning to calculate weekly total hours--regular and overtime	X	X	X	
d. Learning to calculate gross pay--regular and overtime.	X	X	X	
e. Learning to check all calculations before releasing cards.	X	X	X	
f. Learning to deliver time cards to Payroll Department before deadline.	X			
10. Following Proper Office Production Techniques:				2nd Semester
a. Learning to operate the Monroe Calculator and Remington-Rand Ten Key Adding Machines.	X	X	X	
b. Learning to operate the Ditto Liquid Duplicator and the A.B. Dick Mimeograph Machine.	X	X	X	
c. Learning to handle tasks accurately and efficiently as they arise.	X	X	X	
d. Learning to check on the accuracy and directions if unsure before doing the job.	X	X	X	
e. Learning to work at maximum output.	X	X	X	
11. Keeping Work Area Clean:				All Year
a. Learning the proper methods for storing supplies.	X	X	X	
b. Learning to clean and maintain the typewriter. (Store cover during day and properly cover at night	X	X	X	

LEARNING EXPERIENCES	TRAINING STATION	SCHOOL INSTRUCTION		Time Schedule
		Group	Individual	
12. Following Proper Penmanship Techniques:				All Year
a. Learning to write all materials legibly	X	X	X	
b. Learning to form all figures and symbols so as to avoid misreading.	X	X	X	
c. Learning to write all information in the proper areas of any forms.	X	X	X	

EXHIBIT M

COORDINATOR'S VISITATION RECORD

Training Agency_____Contract Official_____

Trainee_____

Date_____Time of Visit_____

Points to Observe:

1. Conditions surrounding the place of business;

_____

2. Attitude of workers toward teacher-coordinator and student:

_____

3. Specific operations in which student is engaged:

_____

4. Immediate related subject matter needed:

_____

5. Personal appearance of the student:

_____

6. Apparent interest of student in work:

_____

7. Apparent interest of employer in student:

_____

8. Apparent interest of sponsor in student:

_____

Comments Received:_____

_____

_____

NOTES:

_____

_____

_____

EXHIBIT N

COOPERATIVE BUSINESS AND OFFICE OCCUPATIONAL EDUCATION STUDENT-TRAINEE EVALUATION *

Date: _____ to Date: _____

Name of Student: _____ Firm _____

TO THE EMPLOYER: Read it carefully. On each line place one check mark over the phrase which describes this worker most accurately. If you think the individual is about half way between the two descriptions, make you mark about half way between them on that line. Any additional comments you wish to make will be helpful.

_____ Coordinator _____
High School

1. Ability to follow instructions	Seems unable to follow instructions	Needs repeated detailed instruction	Follows most instructions with little difficulty	Follows instructions with no difficulty	Uses initiative in interpreting and following instructions
2. Ability to get along with people	Frequently rude and unfriendly -- uncooperative	Sometimes lacks poise and understanding--seems indifferent	Usually gets along well with people	Usually poised, courteous, tactful in working with people	Usually tactful and understanding in dealing with all types of people.
3. Attitude toward appearance of work station	Maintains careless, slovenly work station	Allows work station to become disorganized	Follows good housekeeping rules	Takes pride in appearance and arrangement of work station	Keeps work place outstandingly neat and efficiently organized
4. Cooperation	Uncooperative, antagonistic--hard to get along with	Cooperates reluctantly	Cooperates willingly when asked	Usually cooperates eagerly and cheerfully	Always cooperates eagerly and cheerfully without being asked
5. Industry	Always attempts to avoid work	Sometimes attempts to avoid work	Does assigned job willingly	Does more than assigned job willingly if given directions	Shows originality and resourcefulness in going beyond assigned job without continual direction

*Adapted from materials prepared by the University of Northern Colorado

6. Quality of work	Does almost no acceptable work	Does less than required amount of satisfactory work	Does normal amount of acceptable work	Does more than required amount of neat, accurate work	Shows special aptitude for doing neat accurate work beyond the required amount
7. Dependability	Unreliable, even under careful supervision	Sometimes fails in obligations even under careful supervision	Meets obligations under careful supervision	Meets obligations with very little supervision	Meets all obligations unfailingly without supervision
8. Appearance	Slovenly and inappropriately groomed -- disagreeable personality	Sometimes neglectful of appearance -- ineffective personality	Satisfactory appearance and personality	Neat and appropriately groomed -- pleasing personality	Exceptionally neat and appropriately groomed--outstanding personality
PROGRESS	Fails to do an adequate job	Lets down on job somewhat	Maintains a constant level of performance	Shows considerable progress	Shows outstanding progress
OVER ALL ESTIMATE OF STUDENT'S WORK	Poor	Below average	Average	Above average	Outstanding

COMMENTS: _____

_____

_____

_____ _____

Signature of Rater Date

EXHIBIT O

AN EVALUATION OF THE COOPERATIVE OFFICE EDUCATION PROGRAMS*

Directions: The items listed below are criterion statements reflecting desirable standards for the cooperative vocational education program in the major segments of the program. Apply the rating scale in describing the present status of the criterion statements. To help you evaluate the extent to which the optimum practices are being met, a number of evidences are listed below each criterion statement. Before you rate the criterion statement, rate each statement of evidence using the following rating scale:

Code	Rating Scale
5	Very much above average
4	Above average
3	Average
2	Below average
1	Very much below average
M	Missing, but not needed
N	Does not apply

To determine the final rating for each criterion statement, apply the rating scale suggested above to each evidence statement. Average these ratings and use this average as the indication of how well the criterion statement has been met.

Organization and Administration of the Program

_____Criterion 1: To what extent have the organizational and administrative structure and procedure been effective in promoting quality cooperative vocational education programs.

Evidence:

_____1. Sufficient funds have been allocated to provide cooperative vocational education based on student needs.

_____2. Local policies affecting cooperative vocational education have been developed through a total staff involvement.

_____3. School personnel and lay citizens in the community are involved in planning the cooperative vocational education program.

_____4. Cooperative activities are considered to be an integral part of the vocational education program.

_____5. Long-range plans are developed for cooperative vocational education.

_____6. An adequate amount of time has been provided for the teacher-coordinators to actively supervise student trainees.

_____7. Positive efforts are made to familiarize local cooperating businessmen with the cooperative vocational education program.

_____8. An advisory council is utilized on a regular basis in the conducting of the program.

*Adapted from evaluation material prepared by the State Department of Public Instruction, Raleigh, North Carolina and Office of State Superintendent of Public Instruction, Helena, Montana.

The Program

____Criterion 1: The vocational education areas in which cooperative programs are offered are designed to meet the occupational needs of students and employers.

Evidence:

____1. The cooperative vocational education program is designed to meet specific program objectives.

____2. The cooperative vocational education program has sufficient flexibility to meet the vocational objective of the individual student.

____3. Provisions are made to serve youth with special needs through the cooperative program.

____4. Instructional materials are planned, developed and revised on a regular basis.

____5. The total cooperative program is based on a complete community survey.

____6. Adequate resource material is available to provide needed preparatory training.

____7. The program provides opportunity for students with varying abilities, interests and antitudes to succeed.

____8. Standards of performance are used as evidence in evaluating student achievement.

____9. The cooperative laboratory experience program revolves around a sequence of graded learning experiences.

____10. A variety of appropriate teaching techniques are used.

____11. The program reflects the changing needs of the service area.

The Facilities and Equipment Used in the Program

____Criterion 1: The extent and quality of the facilities and equipment are sufficient to enable the cooperative vocational education program to be effective in light of program philosophy and objectives.

Evidence:

____1. The classroom and laboratories are in close proximity to one another.

____2. There is ample classroom and laboratory space to enable the teacher to work individually with students.

____3. Classroom and laboratory facilities are attractive and comfortable.

____4. The classroom is equipped to utilize all appropriate types of audio-visual equipment.

____Criterion 2: The equipment used represents that used in the occupation for which the students are being trained.

Evidence:

____1. A periodic survey of graduates and business firms is conducted to determine the kinds of equipment currently being used.

The Qualifications of and Ability of the Instructional Staff

____Criterion 1: The cooperative vocational education teacher(s) and coordinator(s) should possess those qualities inherent in an effective teacher.

Evidence: The Teacher(s) and Coordinator(s):

____1. Present a good personal appearance.

____2. Speak distinctly in a well-modulated tone.

____3. Use good grammar when speaking and writing.

____4. Possess good mental and physical health.

____5. Are accepted by professional colleagues and the community.

____6. Display qualities of integrity and fairness.

____7. Exemplify good moral character.

____8. Accept willingly new challenges and responsibilities.

____Criterion 2: The cooperative vocational education teacher-coordinators have adequate professional preparation to be effective.

Evidence: The cooperative vocational education teacher-coordinator:

____1. Meets the State's minimum certification requirements.

____2. Has a background of college preparatory courses that provides him with a thorough knowledge of the psychological theories of skill development.

____3. Possesses proficiency in the skills taught.

____Criterion 3: The cooperative vocational education teacher-coordinator seeks active measures to further professional growth and development.

Evidence: The cooperative vocational education teacher-coordinator:

____1. Takes an active part in local, state and national association meetings.

The Instructional Activities Utilized

____Criterion 1: The teaching methods and techniques used in conjunction with cooperative vocational education should accommodate individual needs, interests and abilities.

Evidence: The cooperative vocational education teacher-coordinator:

_____1. Provides instruction in accordance with the objectives for cooperative education.

_____2. Provides instruction geared to the maturity and ability level of the student.

_____3. Utilizes a variety of supplemental texts and materials.

_____4. Utilizes appropriate visual aids.

_____5. Utilizes teaching techniques that result in active student involvement.

_____Criterion 2: The materials and resources selected for and utilized in the cooperative vocational education program are selected for their usefulness in augmenting the teacher-learning process.

Evidence:

_____1. Materials are selected and used on the basis of their value in meeting specific instructional objectives.

_____2. Only accurate, up-to-date materials are used in the instructional program.

_____3. The resources and materials used are closely related to the occupations for which the students are being trained.

_____4. The businesses in which students are to be placed are used as a resource and source of teaching aids to make classroom activities more relevant.

_____5. Field trips are used as a means of showing students the relationship between classroom activities and on-the-job training.

_____Criterion 3: The development of leadership ability is considered to be a necessary adjunct to the cooperative vocational education program.

Evidence:

_____1. Students are given an opportunity to participate in organized leadership activities.

_____2. Leadership training is included as part of the classroom instruction.

The Evaluation Effort

_____Criterion 1: Evaluation should be an integral part of each phase of the cooperative vocational education program.

Evidence: The cooperative vocational education teacher-coordinator:

_____1. Evaluates each segment of the program continually.

_____2. Develops specific objectives for all evaluative efforts.

_____3. Utilizes a variety of evaluative techniques.

____4. Utilizes the data gathered through evaluation to supplement planning efforts.

____5. Conducts both process and product evaluation.

____6. Focuses evaluation efforts on finding out what is happening to the students.

____7. Utilizes both professional and lay personnel in program evaluation.

____8. Focuses attention on the evaluation of the key indicators that help to determine success or failure.

____Criterion 2: Individual student evaluation should be a measure of each student's progress based on pre-determined operationally stated objectives.

Evidence: The cooperative vocational education teacher-coordinator:

____1. Explains the purpose of and nature of individual evaluation to the students.

____2. Bases student evaluation on pre-determined performance objectives for the cooperative education experience.

____3. Emphasizes the evaluation of how much has been learned.

____4. Evaluates on the basis of recorded facts rather than upon recall.

____Criterion 3: The measure of student learning must take into account what a student brings into the cooperative vocational education program in the way of information, attitude and desires.

Evidence: The cooperative vocational education teacher-coordinator:

____1. Emphasizes changed or redirected behavior in student evaluation.

____2. Gathers and records evidence to show student growth and development for occupational proficiency.

____3. Utilizes employers when evaluating the student's cooperative experiences.

Guidance, Placement and Follow-Up

____Criterion 1: Guidance activities are an integral part of the program of all vocational students involved in cooperative vocational education.

Evidence:

____1. Individual differences are taken into consideration when assisting students to develop their vocational training program.

____2. Students are given an opportunity to participate in activities designed to assist them in making wise vocational choices.

____3. Students are given help in preparing a sequence of courses that will adequately prepare them for participating in a cooperative vocational education program.

_____Criterion 2: Each teacher-coordinator of cooperative vocational education engages in guidance activities.

Evidence:

_____1. Given an opportunity by the school to participate in guidance activities.

_____2. Have access to student files, including personnel records.

_____3. Are given sufficient time to hold individual conference with students regarding their vocational goals.

_____4. Help each student recognize and evaluate his individual abilities, interests, limitations and deficiencies.

_____5. Work closely with school counselor.

_____6. Provide students with information pertaining to employment opportunities.

_____Criterion 3: There is an organized plan to assist in student placement:

Evidence:

_____1. Up-to-date information on employment opportunities is made available to all students.

_____2. Students are given instruction in how to apply for jobs.

_____3. An effort is made to assist students in obtaining employment in the areas for which they were trained.

_____4. There is cooperative working relationship between the school and local employment agencies.

_____Criterion 4: Curriculum changes should be based on data collected through well-designed and frequently administered follow-up studies.

Evidence:

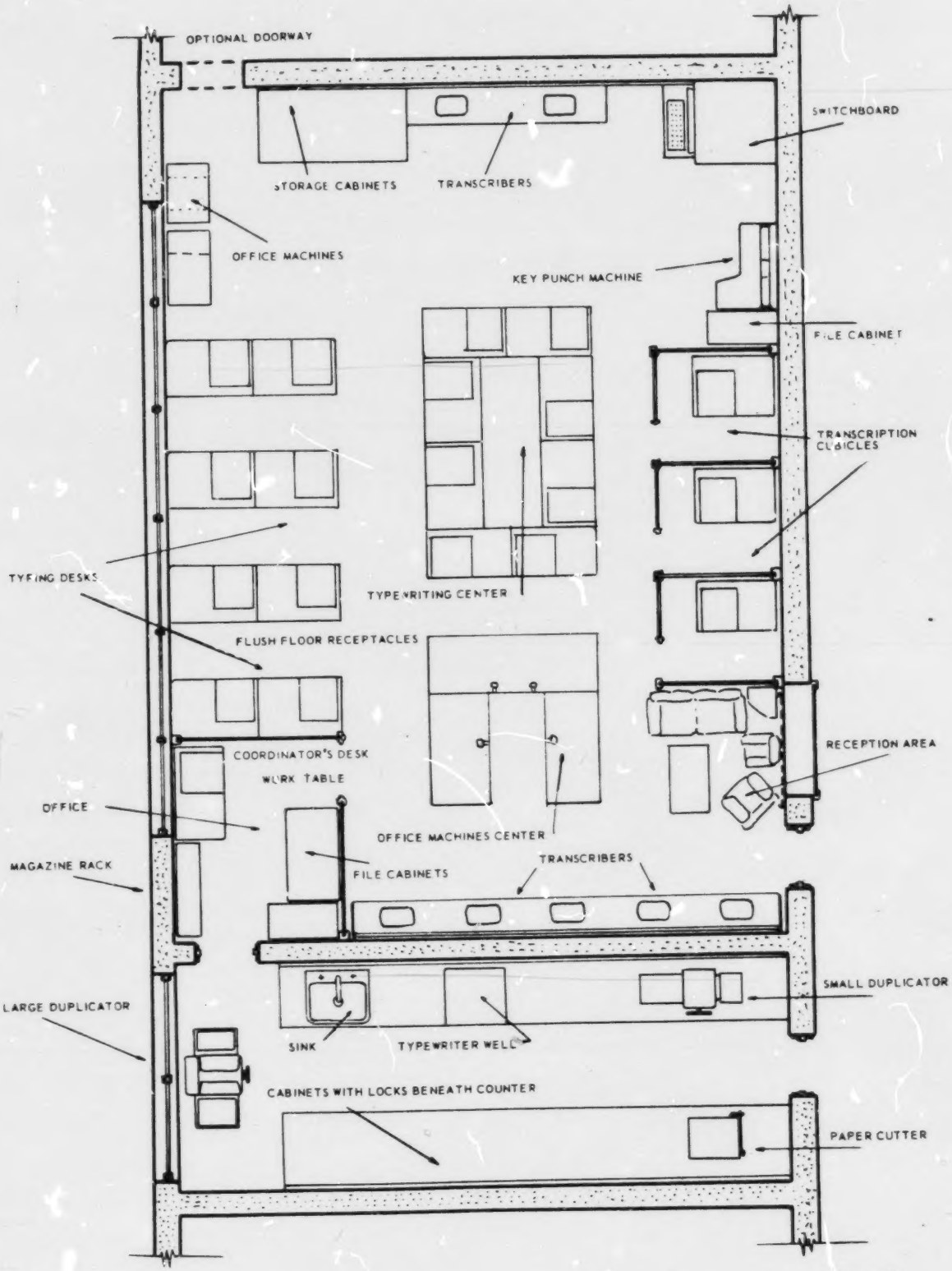
_____1. Periodic follow-up studies are made and the information collected is carefully analyzed.

_____2. Follow-up studies are prepared and administered cooperatively.

_____3. Follow-up studies are considered an integral part of the cooperative vocational education program.

_____4. Follow-up studies are used to gather factual data upon which recommendations for curriculum changes are made.

EXHIBIT P



SAMPLE OFFICE SKILLS LABORATORY LAYOUT[8]

EXHIBIT Q

SUGGESTED COURSE OF STUDY FOR THE

COOPERATIVE OFFICE EDUCATION

GENERAL GROUP INSTRUCTION FOR THE

RELATED CLASS [9]

I. ORIENTATION TO THE COOPERATIVE METHOD

II. ORIENTATION TO OFFICE WORK

III. HUMAN RELATIONS

IV. PERSONALITY AND SELF-IMPROVEMENT

V. HOW TO BE A BETTER EMPLOYEE

VI. COMMUNICATIONS

VII. MONEY MANAGEMENT

VIII. REVIEW OF OFFICE SKILLS

XI. BUSINESS MANAGEMENT

X. UNDERSTANDING YOUR JOB

XI. CAREER RESEARCH

I. ORIENTATION TO THE COOPERATIVE METHOD

A. What is Cooperative Vocational Education?

B. Types of Cooperative Vocational Education Programs

C. How the Cooperative Office Education Program Operates

D. Duties and Responsibilities of the Student Learner

E. Student Learner Records and Reports

1. Weekly Work Report
2. Hours and Wages Report
3. Employer Evaluation Reports
4. Training Agreements
5. Student Training Plan

F. Advantages to the Student Learner

G. Rules and Regulations of the Vocational Cooperative Program

II. ORIENTATION TO OFFICE WORK

A. Employment Preparation

1. Personal Grooming and Hygiene
2. Personal Review

a. Attitudes
b. Personal
c. Character Traits
d. Skills

3. Obtaining a Social Security Card
4. Completing Employment Application
5. Building a Resume
6. Preparation for and Carrying Out Interview
7. Taking Employment Tests

B. Employer-Employee Relations

1. What an Employee Can Expect From an Employer

a. Work and Wages
b. Training
c. Safety on the Job and in Transit
d. Social Security on the Worker
e. Taxes on the Worker
f. Labor Laws

(1) Child Labor Laws
(2) Workmen's Compensation

g. Labor Unions
h. Life and Health Insurance
i. Other Fringe Benefits

C. What an Employer Can Expect From an Employee

1. Adherence to Company Rules and Regulations
2. Regular Attendance on the Job
3. Good Personal Appearance
4. Loyalty
5. Good Judgement in Handling Information
6. Proper Care of Equipment and Materials
7. Initiative
8. Respect for Supervisors
9. Full Day's Work for a Full Day's Pay

D. Methods of Terminating Employment

1. Length of Notice
2. Terminating Employment Properly
3. Future References

III. HUMAN RELATIONS

A. Job Environment and its Importance

B. Understanding Yourself (Self-Analysis)

C. Understanding and Winning Respect of Co-Workers

D. Understanding and Winning Respect of Superiors

E. Use of Positive Attitude

1. Work Attitude
2. Mental Attitude
3. Social Attitude

F. Use of Tools

1. Tact
2. Poise
3. Voice and Speech
4. Etiquette

G. Participation in Activities of the Organization

H. Loyalty to the Organization

I. Understanding and Winning Respect of Clients or Customers.

IV. PERSONALITY AND PERSONAL IMPROVEMENT

A. What is Personality?

1. Introduction
2. Definition

B. Types of Personality

C. Desirable Traits and Habits

D. Personality and Character Improvement

E. Self Evaluation

F. "Success Image"

G. Grooming and Personal Appearance

1. Body Care
2. Good Health Habits
3. Posture and Figure Improvement
4. Hair Styles
5. Clothing: Styles, Fabric, Comfort, and Cleanliness

H. Physical Characteristics that Hurt Personality

I. Voice and Speech

J. Winning Respect of Others

V. HOW TO BE A BETTER EMPLOYEE

A. Avenues of Promotion

B. Developing Proper and Necessary Job Goals

C. Planning for Advancement

1. Job Competency
2. Quality of Work
3. Attitude
4. Working habits
5. Seniority and/or Union Regulations

D. Training and Education for Advancement

1. In-Service Training
2. Public School Adult Evening Programs
3. College, University, or Business School
4. Night Classes

5. Extension Divisions of Colleges and Universities
6. Reading of Trade Magazines and Books Pertaining to the Business Field
7. Organized Management Trainee

VI. COMMUNICATIONS

A. Business Vocabulary and Spelling

B. Telephone

1. Voice--Tone, Pitch, Inflection, Speed, Volume
2. Placing a Call
3. Receiving a Call
4. Screening a Call
5. Recording a Message
6. Answering Promptly
7. Telephone Courtesy
8. Use of Directories
9. Types of Equipment--PBX, Call Director, Button Phone, Data Phone
10. Special Services--Information, Weather, Time Automatic Answering Equipment, Mobile Service
11. Types of Calls--Person-to-Person, Station-to Station, Conference, Appointment, Sequence, etc.

C. Preparation of Reports, Letters, Memos, etc.

1. Using Reference Sources
2. Proofreading for Accuracy

D. Presentation of Oral Reports

E. Learning to Give and Follow Directions

F. Greeting Callers, Taking Messages, Making Appointments

G. Knowledge of Communicating Devices

H. Mail Handling

I. Conversation Skills--What to Say and When

VII. MONEY MANAGEMENT

A. Planning Use of Your Money

1. Personal Budget
2. Expected Income
3. Importance of Budgeting Expenses
4. Irregular Income
5. Preparing the Budget

B. Savings and Investments

1. Stocks
2. Bonds
3. Profit Sharing

C. Types of Financial Institutions

1. Savings and Loan
2. Banks
3. Credit Unions
4. Other

D. Wise Use of Credit

1. Types of Credit
2. Reasons Why We Use Credit
3. Advantages and Disadvantages of Buying on Credit
4. Charge Accounts
5. Installment Loans

E. Banking Services

1. Selecting a Bank
2. Checking Accounts
3. Savings Accounts
4. Miscellaneous Services

   a. Clubs--Savings
   b. Safe Deposit Boxes
   c. Direct Receipt of Salary Checks
   d. Money Orders, Cashiers Checks, Travelers Checks and Savings Bonds

F. How Much is a Job Worth?

VIII. REVIEW OF OFFICE SKILLS

A. Possible Areas of Review for Development to Vocational Competence for Our Students

1. Filing
2. Mathematics
3. Business Machine Operation
4. Bookkeeping
5. Typing--Speed or Accuracy Development
6. Spelling

IX. BUSINESS MANAGEMENT

A. The American Free Enterprise System

B. What is Free Enterprise?

1. Choice of Occupation
2. Choice of Purchasing Goods
3. Business Operating in a Free Market
4. Competition and (Supply and Demand)

C. Types of Business Organizations

1. Individual Proprietorship
2. Partnership
3. Corporation
4. Cooperative

D. Understanding the Responsibilities of Management

1. Management Activities
2. Specialization and Departmentalization

E. Purpose and Goals of Management

1. The Profit Motive
2. The Necessity for Continued Profit
3. The Relationship of Profit to Personnel Policies

F. Business Organization and Line of Authority

1. Problem Solving
2. Decision Making

G. Understanding Personnel Problems of Management

X. UNDERSTANDING YOUR JOB

A. Student Learner Manual

B. Purpose of Job Manual

C. Possible Manual Section Topics (A Project For Specific Related Instruction)

1. Table of Contents
2. Job Description
3. Description and History of Company
4. Organizational Chart of Firm
5. Office Layout
6. Flow Charts
7. Vocabulary on the Job
8. Frequently Used Phone Numbers
9. Job Instruction Sheets for Tasks Performed at Training Station.
10. Training Sequence

11. Can Studies of Fellow Employees or Employer

    a. Background
    b. Education
    c. Experience
    d. Personal Data

12. Future Career Plans
13. Company Rules and Regulations
14. On-the-Job Clothing, Make-Up, Necessary Personal Qualities, etc.

XI. CHOOSING AND PLANNING A CAREER

A. Choosing an Occupation

B. Sources of Aid

1. Information in Magazines, Newspapers, and Periodicals.
2. Other Workers and Employers
3. Trade and Professional Journals
4. Occupational Monographs
5. Counselors, Teachers, and School Officials
6. Government Agencies
7. Employment Agencies
8. School Catalogs
9. Magazines such as "Changing Times"
10. United States Census of Businesses

C. Self Evaluation

1. Qualifications Match Job Requirements
2. Previous Experience
3. Education and Skills

D. Factors to Consider in Applying and Accepting a Position

1. Economic Trends
2. Opportunities For Advancement
3. History and Reputation of Firms
4. Weighing the Advantages and Disadvantages of the Position
5. Other Things--Wage Rate or Salary, Working Hours, Employee Benefits, and Working Conditions

E. Applying For a Position

1. When to Apply by Letter
2. Information to Include in Letter of Application
3. Principles of Letter writing

F. Common Errors to Avoid in Writing Letters of Application

G. Personal Data Sheet

H. Samples of Letters of Application and Personal Data Sheets

I. Taking Employment Tests